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ABSTRACT

This paper describes the need for parenting education and presents some of the related educational approaches and problems. Different approaches to educating parents and handling their problems are described, including: (1) the ecological (or whole thing) approach; (2) the Nurseries in Cross Cultural Education (NICE) program; (3) insight programs; (4) crisis programs; (5) special group programs; (6) assisting programs; (7) home based programs; and (8) home-school communication approach. Concluding sections include an examination of the problems that can be found in parenting education programs and an annotated bibliography of reading materials, program descriptions, and films concerning parenting education. (SDH)

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EDUCATION FOR PARENTING

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The isolation of mothers in their homes and of teachers in their classrooms, with little opportunity for supportive consultation or sharing with peers, may be one of the major problems in child care and education.

---Earl Schaefer

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EDUCATION FOR PARENTING

Preface

We spend more time, money, and energy in the United States on how to raise cows, pigs, and chickens than we do on how to rear humans. The human conditions highlighted in Chapter I reflect this neglect. While we talk a great line about the importance of parenting, little educational attention is given to learning how to be uniquely human, let alone how to be an effective parent (Kubie 1951). What kind of values does this express? Chapter II states some of the assumptions that function in the realm of parenting. Chapter III expands these assumptions as we discuss the needs of parents.

The neglect of education for parenting has resulted in rearing practices that seem to many children like a "spaghetti pot" of tangled sanctions. Too many children find no clear lines for deciding what behavior is acceptable in a given situation. Too many parents are confused by conflicting messages they receive. Chapters IV, V, and VI attempt to sort these messages and apply them to specific groups of parents.

We have written this booklet in an effort to correct the massive neglect that exists. We have had real parents in mind whom we know and whom, on occasion, we try to help. We have searched the literature for suggestions. We have talked to mahy people: parents, grandparents, to-be-parents. Students, many of whom are parents, have been a source of continuing and valued help. The students with whom I have worked in a parent-school course have been particularly helpful. I owe them a debt of gratitude. The group of parents connected with the Cross-Cultural Family Center,[1] with whom I have

been associating for five years, are the reference group for much of whatever help I have brought to this endeavor. To them, as a parent and educator, I owe oh so much more than words can express.

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Chapter I

WE DON'T HAVE IT ALL TOGETHER

or

THE STATE OF PARENT-CHILD LIFE IN AMERICA

We are not living in the best of all possible worlds. We must admit that, along with some notable instances of altruism, sharing, caring, and joy, most of us experience a tremendous amount of hostility and alienation. Our day has witnessed the generation gap, the exodus (known as the Hippie movement) of middle-socioeconomic class young from their well-protected lives at home, the drug scene, rampant juvenile delinguency, a galloping increase in mental illnesses, the phenomenon of widespread hyperactivity, and much more. The seeds for these qualities of living were planted when the individuals were babies, or two-year-olds, or at least by age six. If changes are to be made, we must reach the parents of very young children.

In this chapter, we trace briefly some of the psychological and cultural background of the problems we face today. Our analysis will be done in broad strokes since our space is limited. For the person who wishes to fill in the details, the resources listed in Chapter VI will be helpful.

Confusion Among Authorities

At the turn of the century, the way to rear children was not a subject of parlor debate. Mothers knew and mothers generally agreed. Gradually at first and then with confusing rapidity parents began to get advice from many directions, some contradictory. Freud (1955) and his followers made the ordinary parent aware of the danger of damaging the psyche in early childhood; Watson (1920) warned about spoiling the child by overindulgence; Aldrich (1954) noted the great

variations in babies from birth on through life; Gesell (1945) made most parents painfully aware of norms at stated ages. For a decade or so the pendulum swung back and forth from "permissiveness" to "get tough."

Our inability to make up our minds about sensible childrearing was further confused by the rapidity with which new knowledge was accumulating. Mass media advanced, so new knowledge became immediately available even before it was understood, mediated by related knowledge, or verified by use.

Today our culture shows diversity and confusion in childrearing. Almost anything goes. Children are reared in an unbelievable variety of circumstances by parents who are certain this is the right way. For example, in some homes children never see their parents nude, in other homes nudity is a way of life. Some children are being reared in communes with many men and women functioning as fathers and mothers, having full parental authority. Others are being reared in single parent families--receiving their guidance from one parent only--while others are growing up in homes where mother and father are the same sex. Some children watch TV nearly all of their waking out-of-school hours, others are allowed none or very little. Some children have never gone to school with a child of another racial or ethnic origin, whereas others have always gone to integrated schools. The differences are endless. No matter what the circumstances, some parents feel theirs is the absolutely right way.

But this is not the total picture. Many, perhaps the majority, of parents are unsure of their childrearing practices. They get so much advice from so many "reliable" sources that they slither like snakes along the path of childrearing, veering first in one direction

and then another, feeling very uncertain all the way about the final outcome. And do the children know it!

Abuse and Neglect of Children

Some parents neglect or abuse their children. It seems this neglect is more prevalent and has more serious consequences today. Child abuse is one of the leading causes of death of very young children (David 1971). Accidents hold the number one position and many of these "accidental deaths" are believed to be the result of parental battering.

Society neglects its children, too. In this affluent U.S.A., 30 million people are said to be impoverished and 10 million people are malnourished. Research indicates that it takes three generations (100 years) for the effects of malnutrition to disappear completely (Birch and Gussow 1970). Our grandchildren will be coping with problems this generation has created. The effects of malnutrition upon brain development have been thoroughly substantiated, yet we continue to permit thousands of children each year to be born of malnourished parents and remain malnourished during the crucial first two years of life (Birch and Gussow 1970).

A Hostile Environment

Most children in America are growing up in urban areas. For many, especially the poor, this is a hostile environment for healthy growth. It is difficult to sustain large motor development in a high-rise apartment with the closest playground three blocks away. Air is polluted; streets are unsafe; families are exploited by junk food and drink and a plethora of unimaginative, often warlike, toys. Schools are often crowded, dirty, and sometimes unsafe; teachers frequently are harassed, confused, and hostile; recreation is highly structured, far from home, or nonexistent. The casualties in an environment like this are great.

Yes, an urban environment can be stimulating and can challenge learning. The past few years have made it increasingly difficult, however, to utilize the stimulation safely. Much of what the city offers families with children is economically unavailable to them.

Working Mothers

Today two-fifths of the children under eighteen years and one-third of the children under age six have working mothers. Projections are that by 1985, 6.6 million mothers between ages twenty to forty-four with children under five will be working.[2] This will represent a 32 percent increase between 1975 and 1985.

Only a small percentage of the children whose mothers work have adequate supervision or care--let alone stimulation--while the mother is working.

> There are at present licensed facilities for only 900,000 preschool children, according to statistics released by the Day Care Council, but there are six million children under six years of age whose parents both work. These children are cared for by babysitters or older brothers and sisters or they stay alone at home or wander outside with a key on a string around the neck. (Callaway 1973, p. 2)

Distrust of Institutions

As population has increased and technology has become more complex, citizens know less and less about decisions, strategies, and even information that impinge upon living. This has resulted in a general distrust of all institutions. More people are being absorbed into bureaucratic employment and feel trapped. Since we know little, we tend to feel powerless. This leads to disinterest and suspicion accompanied by a futility expressed in "What can I do about it?"

Schools - The Whipping Boy for Community Problems

The disinterest or the search for a societal scapegoat is evident in attitudes toward schools. Schools today are the recipients of a generalized anger. During the past fifty years the attitude about schools has changed from one of pride in free public education to that of berating schools for the illnesses in society and questioning the wisdom of compulsory attendance.

Schools bear the outcomes of social and economic unrest. Teacher strikes, busing controversies, funding used as a political football, unsafe schools, inadequate teacher preparation due in part to inadequate budgets for higher education are all reflected in the teacher's performance in the classroom. Even teacher safety can be a problem. Can parents look here for help?

Absence of Help

Until recently little professional help has been given parents in rearing their children. The assumption seemed to be that giving birth automatically gave a parent the wisdom to rear that child. The system may have worked fairly well when the society was agrarian. It does not work today. The single most important function of life--the development of human beings--has been left out of the educational curriculum. The gene pool of the future has been left to chance. In my opinion, education for parenting should consider first the philosophical questions of whether everyone has a right to be a parent, whether there are qualifications beyond reproductive capability, and what are the responsibilities of society to the parent, and of the parent to children. Unless attention is given to these basic questions, strategies, programs, and techniques will help little in effecting adequate parenting and may even work against each other.

Chapter II

OUR ASSUMPTIONS TELL US HOW TO HELP

As we began to think about education for parenting, we dug back into our experiences to discover what we have learned about parents and children and teachers. It was a difficult process. Our most basic assumptions are taken for granted, and we assume that others are operating on the same assumptions.

Won't you try to think through and state your assumptions about education for parenting? You may come up with some that we have overlooked. You may reject some of ours, but if you do, you may reject some of the reasoning derived from them, too.

Our assumptions about education for parenting and what they tell us about how to help are as follows.

· Parents generally wish to improve their parenting. Most of the parents we know feel that they are doing an inadequate job of childrearing. They say, "Yes, I know what the books say, but it just doesn't work for me. Now you tell me why not."

Parents have been bombarded with so much advice that many have given up trying to sort it out. They have also given up a lot of their own ideas. A nagging feeling of "I ought to be a better parent" occurs and sometimes a heavy guilt feeling develops.

Parents need to be able to forgive themselves for their mistakes. It is healthy to wish to improve. Parents should not be intimidated by authority nor let a heavy burden rest upon them because they are not perfect.

Since parents are often aware of their own inadequacies, we can help by listening to parents expressing their own needs, frustrations, and satisfactions - "starting where the parents are." We prefer to

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call it starting where the parents tell us they are. The telling process is important. It requires involvement. Parents must be involved in solving their own problems if any lasting solutions are to occur.

Our culture is adult oriented. This results in children being generally "put down" by adults. We have little time to listen to children for we are very busy telling them what and how to do. We tend to disbelieve them, and we shut them out of much adult life which could be meaningful to them. At school we give them little individualized help. We tend to herd them around in groups, lining them up to go to and from. We let tne bell, rather than the child's interest, control the curriculum, and we blame them for getting bored or resentful. We tend to be punitive toward all behavior that deviates, although we permit erratic behavior from adults.

If we do involve parents in problem solving, we have gone far in setting a model that may be transmitted to parents as they relate to their children. Parents and teachers have to work together on the goal of viewing children as individuals having inalienable rights as human beings. We have to face squarely that children are people - not possessions - that they have rights and responsibilities.

Parents, schools, teachers, homes, and communities vary as widely as do human beings. To stereotype into one generalized pattern leads to fallacious practices. The tremendous variations existing between communities call for differentiated programs and methods. My values may not be your values. If I force my values on you, you may decide to withdraw, or to fight for your values, or to ridicule me into ineffectiveness. The expenditure of millions of dollars these past years on programs planned federally for the entire country has netted disappointing results. Too often these

programs do not fit the individual community. Our first task if we wish to help others is to discover what kind of help is wanted and acceptable from whom.

Programs for educating parents must be "tailormade." They must be built out of the expressed and repressed needs of the participants. Participants may need help to become free enough to let out the repressions that they have bottled up for so long. Education for parenting then will be concerned first with processes for freeing individuals to become their best selves, and second with how to help achieve those specific expressed goals in pareting, such as "What can I do with a boy who won't mind?"

Parents and teachers have mutual concerns and responsibilities. Seeing each other as "we" and "they" stands in the way of achieving mutuality. The concept of a mutual relationship existing between parents and teachers with the central bond of interest being the child must prevail. In this concept no room exists for blame. Nearly all parents and teachers are trying to do their best. The problem is to find how to do better, not to blame each other. The child must not be the frayed center of a tug-of-war. Parenting and teaching must be perceived as mutually interdependent. A child who sees his or her mother and teacher as friends is indeed fortunate.

This means that we must develop a system of communication between home and school that is clear, reliable, honest, ongoing; a system that speaks with authority by parent as well as teacher; a system that is known and understood by the child to be in his or her best interest. We cannot afford tangled messages or unused lines.

Awareness and openness about our own biases, attitudes, feelings, and values are necessary to improve parenting and teaching - thus allowing

a dynamic education program to flow. This assumption comes directly from the previous one. If our communication system is to work, it must be honest. Honesty does not limit communicating to affirmative ideas, but it does not give license to hurt, either. Honesty is knowing what you feel and why you feel that way, what you endorse or reject and your rationale for it. Honesty is your ability to say, "I know it doesn't make sense, but I just can't stand gum chewing." Honesty gives us all the privilege of being less than perfect in unique ways and in feeling comfortable to communicate our small quirks and foibles to others.

This assumes that we spend time to become acquainted with our own values, know why we hold them, and how they fit with the values of others.

'Parents' personal expectations of their children are determining factors in the child's growth. The parent-child relationship is tempered by so many conscious and unconscious factors.

> Janie looks like Aunt Susie whom I can't stand.
>
> Tim has my temper. I'm sure he's going to get into trouble with it.
>
> His daddy was a graduate of Harvard Law School. John must go there. His dad would consider nothing else.

Resemblances, temperment, sex, family traditions, roles in the family unit do influence the way a child behaves and learns. Do we know what messages we send to our children about our expectations? The importance of knowing this must be communicated by parents and teachers to each other.

'Finally, we assume education for parenthood begins at birth and is ongoing. We will again be "too little, too late" unless we assess those practices that damage personality. We then must act upon that assessment

to eradicate those practices. A damaged personality results in damaging parenting. This publication attempts to outline some of the components of education for parenting from birth on.

Summary

In this chapter we give our orientation to education for parenting by sharing our assumptions with you. We view each human being as a unique person who has attributes and gifts to share with others. Thus our educating must be first of all people oriented. Since our heritage is rich and varied, our people are endowed with unique qualities of tradition, religion, and home customs and values. These play a central role in programs for education for parenthood. In suceeding chapters we demonstrate how this can be done.

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Chapter III

THE NEEDS OF PARENTS

Parenting brings special needs. The nuclear family arrangement places heavy responsibility upon parents. Add the social and economic strictures of our times, and we begin to sense the load that many parents carry. Think, for instance, of the isolation that comes from living in a single-family dwelling with father leaving each morning to return late evening. In the interim, mom is left to care for the infant, get the children off to school, advise in heartbreaks, bind up wounded egos, synchronize all kinds of schedules, chauffeur for a never-ending variety of health and social functions, help with homework, mediate neighborhood fights, to say nothing of keeping shoes on the feet, food in the stomach, and lunch in the lunch box. All of this without grandma's advice, Aunt Susie's admonitions, or any adult associate with whom to visit about the small successes and failures of the day. A part of the special curcumstance of parenting is the never-ending demand to give oneself anytime that children require succor.

In this chapter, we will discuss three qualities of relationship that would ameliorate the stresses of pareting: (1) Parents need to feel accepted as parents; (2) Parents need to build an identification with others who have problems; (3) Parents need someone to <u>listen</u> to them with empathy. Then we will consider some special categories of parental problems.

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Parents need to feel accepted.

The general feeling as expressed in I'm OK - You're OK, by Thomas A. Harris, is a need of parents. If parents received more affirmative response for their efforts, they would be able to "pass on" the affirmation they have experienced. Acceptance as parent seems hard to come by. Working mothers with husbands are criticized by society for working, while women without husbands are called lazy for wanting to stay home and care for their children. Feeling accepted is an ingredient of self-confidence. If a mother lacks this, she cannot separate her conflicts from the needs of her child. Chapter IV details some specifics in skill training, counseling, and rap sessions that stimulate a positive view of self.

Parents need to build identification with others who have like problems.

We need to consider ways for parents to get together and communicate with other parents. For example, guilt about working is a common problem felt by working mothers, as is obtaining quality day care. Providing a place for parents to come together, to exchange feelings, points of view, and available resources gives parents a sense that someone cares about them. A mother comes to recognize her feelings of guilt, resolves these feelings, learns they are shared by others, and, if she sees the effect with her children, a giant step toward healthy development of mother and children has been taken.

Pamphlets, checklists, and descriptions of local regulations are examples of resources that could be available to a parent seeking quality day care. An assessment like this is time-consuming and could be more productive if a number of parents were working together to find the best day care facility for their particular needs. The Child Care Switchboard in San Francisco has filled this role eminently

well in our community.

Parents need someone who will listen with an empathic ear.

We believe that the quality of parenting is improved significantly when parents have someone they feel is listening to them without judging or without necessarily giving advice. It is easy to feel your own interests, concerns, even personality are being swallowed by the role of pareting. If we come home after a stimulating afternoon of talk, we find the rest of the day going very easy.

One reason mothers give for wanting to work is to have someone to talk with besides the children and some topics of conversation other than formulas, discipline problems, and the like. Many young mothers today are into women's liberation to the extent that it is urgent for them to discuss their feelings without a put down. A mother in conflict about sex roles needs to air her feelings, hear her feelings articulated, and then assess the responses she gets in the feedback. Some single mothers want a husband, but financial and time problems often keep her from activities that lead to meeting males. Some single mothers are concerned about sex-role identification, yet may feel quite hostile to men in general. The tasks of maintaining a stable home, being aware of one's own needs, being responsive to the needs of one's children and mate are overpowering. Many parents would welcome help in gaining perspective, adaptability, and acceptance of one's own imperfections. Yes, parents need someone to listen, to hear, to respond without judgment.

All parents have needs. Nearly all would find attention from society helpful. Some groups of parents have a rougher time than others. The

remainder of this chapter will discuss the special problems of three groups whose needs seem critical: (1) working mothers, (2) single parents, and (3) very young parents.

Working Mothers

We are rapidly approaching a time when the nonworking mother is an oddity, particularly in cities. Financial pressures cause many mothers to work. The trend toward increased employment of middle-socioeconomic class mothers points to other reasons for working. Smaller families, longer life, shorter childbearing periods, simplified housekeeping, and younger marriages combine to give women more time to realize their potentialities in other roles. Employers are becoming aware of the satisfactory (often superior) performance of women, and may seek female employees. Many mothers decide to continue their education in order to equip themselves with the necessary training for their chosen vocation. Others feel that further education is necessary to a sense of fulfillment. A large percentage of studying mothers combine their studies with part-time jobs, which further expand their responsibilities. We include student mothers in the working mothers group. Whatever the reasons, mothers who work share a need to justify it.

Our society does not compensate mothers for caring for their own children, as some societies do. Nor does it define mothering as an occupation. Yet, even mothers with financial need are caught in the cultural lag of little societal support for their working roles. Lack of adequate child care and continuing expectations that the mother has prime responsibility for child-rearing and housekeeping combine to produce feelings of conflict and guilt in the heart of the mother who works. For some, marriage has become an increasingly egalitarian enterprise - a sharing of breadwinner and household

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duties with a husband or other adults. At least that relieves guilt over housekeeping. But for a greater majority, democracy within the home is not in sight. The feelings of guilt over childrearing and housekeeping both are promulgated by an unsupporting society. The resulting feelings of inadequacy cannot help but affect the children.

To work or not to work is a moral issue to many people. Many "experts" equate mother employment with maternal deprivation. And many childrearing specialists agree that helthy child development mandates the presence of the mother at home, particularly during the child's first five years. But what real evidence exists to support this theory? A review of research does not bear out the fact that maternal employment adversely affects the young child. With a multitude of other factors to consider, there is no clear-cut finding of maladjustment of the children of working mothers or of the more favorable development of children of nonworking mothers.

The enlightened mother is aware of many questions asked by sociologists and child psychologists about the effects of her working. Does working contribute to child delinquency later in life? Are weekends, holidays, two-week vacations, and the short span from dinner to bedtime long enough to spend with one's children? Does separation contribute to personality disturbances? Does the shortened mother-child time affect his socialization and the teaching of values? Is later child achievement in school lessened when a mother works? Despite numerous studies, most of these questions remain unanswered. Results of the studies are inconsistent and conflicting, primarily because of the difficulty of controlling other variables that influence a child's development. Most studies have been made with white middle-socioeconomic class intact families (Yarrow, Scott, DeLeeuw and Heinig

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1962). In addition, factors such as the age of the child whose mother works, how long she has worked, the father's attitude toward her employment, the type of home environment the child experiences, differing reasons for work, the mother's attitude toward her employment, the differential effects on girls and boys, and most important, the personality of the mother would have to be simultaneously controlled when attempting to assess the effects of employment. Stolz (1960) wrote that "one can say almost anything - good or bad about maternal employment, and support it by research." It is logical to conclude that it is the general competency and personality of the mother that could make the difference between happy and maladjusted children, rather than working per se. In support of the mother, it is time we took a look at some of the positive possibilities of her employment. Sears, MacCoby, and Levin (1957) believe that if a mother is happy at work, her positive outlook rubs off on the children, and she is a better mother. Hoffman (1961) stresses the importance of the mother's attitude toward work also, stating that women who are fulfilled in their occupations compensate for their absence by an affectionate less demanding approach to their children. Yarrow (1962) contends that both the working and nonworking mothers who are happy with their lot make the best mothers, and that those who stay at home (or work) against their will have the most childrearing problems. The working mother has a good chance for higher self-esteem, some satisfaction in establishing social contact outside the realm of the home. She may be a more enlightened and fulfilled person who may change her child's attitudes and perceptions of the world.

Parents can be helped to see that conflict between their other interests and their children is not necessary. Those who feel guilty about working should examine and assess their motives for working. They

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may need help. Other related problems, such as need for training, vocational counsel, change of job, may emerge and be troublesome unless help is available.

Education for the working mother must include awareness toward employment attitudes. She can be helped to define factors important to her child's welfare. Then she can see how her family time can be managed. Contact with her children when she is home becomes primary. Mothers should also be guided to be critical and continuously evaluative in their use of child care services. Help here may be in defining quality programs and identifying alternative arrangements. Whether she chooses a baby sitter or child care center personnel, she should develop a close and cooperative relationship with others who share responsibility for her child.

The mother at some point in her life, may feel working and childrearing are too much for her. The possibility of part-time work or even public assistance in order to maintain her mental health may be alternatives to those who feel forced to work.

Educators within day care can provide the impetus for involving working mothers in the child care effort. The teachers must be warm, loving individuals who value their importance in continuing the role of the family. Thoughtful child separation as a mother goes to work can be facilitated by people who realize the importance of a close relationship with the young child. In addition, those responsible for child care can assist in parenting by regularly keeping parents informed of the child's progress. It helps if the person responsible for child care is in tune with the mother's background, interests, and individual concerns for her child. Parent conferences are important in helping to better understand the mother.

Parents should be encouraged to take an active part in establishing meaningful child care facilities for their children. With only 2 percent

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of the children in need being served by group day care in our country[3] and with the government doing very little to change the situation, parents must be persistent in demanding and helping to plan the services that they and their children deserve.

Single Parents

Consideration of the working mother leads naturally to that of the one parent family. We discuss primarily women without husbands, who constitute the largest proportion of working mothers and of one parent families. Much of what is said, however, is applicable to single fathers as well.

According to the census figures for 1971, female heads of families have increased to nearly six million women or 11 percent of all families. The proportion of homes headed by females is 28.9 percent of all Black Americans, while the white population has 9.4 percent of its families without fathers (Statistical Abstract of the U.S. Bureau of the Census 1972). Single parenthood includes divorced, separated, deserted, widowed, and unmarried parents. On the average, 10 percent of American children are raised in broken or fatherless homes (Hetherington and Deur 1961).

One parent families continue to be studied and discussed as deviant forms of the family, and within the framework of societal pathology. It is time that such families were accepted as families in their own regard, as different from one another as the varieties of two parent families. Educators must support and accept one parent families. Even in the inner city, where a large proportion of children are living with only their mothers, the child without a father senses that he is treated differently. This feeling is reinforced by the mass media and other cultural "norm" definers, such as textbooks and children's literature.

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The effects of father absence on the development of children has received some research, particularly the development of sex-role orientation in boys. But like the studies of the effects of maternal employment, the results have been inconclusive. Father absence has not been found to cause underachievement, adjustment problems, or delinquency, but it is only one factor to be weighed with a myriad of others.

Perhaps the keenest problem of the single parent is that of loneliness. We must recognize the vital need for support and a sympathetic ear now and then. A woman who is not on public assistance is not able to take advantage of a social worker's advice. Those who do qualify for social assistance are often rushed through benefits review units by social workers who do not have time to listen.

This predicament does not help single mothers, who must play a number of roles. They would like to be, first and foremost, mothers of their children. Pulling them from the opposite direction is the need to be the income earner and to provide a real home. They are also nurses, handymen, maids, cooks, and laundrywomen when their breadwinning day is done. There is little time for the single mother to live the full personal life to which she is entitled. She is usually too tired to do anything but collapse at the end of the day. If she is not able to pursue her own interests and social contacts, her children will suffer the consequences. She needs support and help from child care personnel, social agencies, and society in general.

In 1970, "the average income for a single-parent family with children under six was $3100 - well below the poverty line. Even when the mother worked, her average income of $4200 barely exceeded the poverty level" (Report on Preschool Education 1973). Welfare payments are inadequate.

If a mother attempts to stay home with her children,the living conditions are so pitiable that the family is merely existing. The mother who elects to work and not seek public assistance has all of the financial problems, but lacks even the inadequate social services available to those receiving aid.

The environment of the city seems to conspire against the low-income single parent. Housing is often impossible and frequent moves result. Most apartments will not accept children. Child care may take every bit of money left. If the child is under two, the parent must find a sitter or day care home. Usually, the parent must handle transportation, so that the preferred neighborhood care services are especially high on the list.

Legal problems are often part of the single parent's life. Inheritance, guardianship, custody, support-payment arrears, visitation rights or violations are examples. Illegitimacy is a legal condition which, in many cases, leaves the father free of responsibility and creates legal tangles for the mother. The mother who has never been married has the additional problem of justifying her situation to society, to other adults, and to her children.

The mother alone feels extremely inadequate and needs help. Initially that help may be only listening. Educators must be aware of the resources presently available to the mother in need. We must work to establish needed services and maintain a continuing liaison with available agencies. Educational goals will have to be enlarged to accomplish this, and the duties of teachers would be changed to include these new roles. Family day care licensed homes should be readily known to single mothers, and those responsible for education should participate in tightening controls

on their operation. Health services, career planning, and guidance are important to many people but are critical in helping to relieve the single mother's burden and expand her personal world.

Very Young Parents

We cannot overlook the needs of very young mothers in our society. Many of these mothers are confronted with parenthood while they are students - immature and unprepared vocationally. Most school systems still do not accomodate the mother-to-be. Adolescent mothers are often forced to leave high school and thus relinquish adolescent activities and friends. With her own developmental needs unmet, she can hardly respond to her child's needs.

Some public school systems are providing programs which enable the mother to continue her education. These programs may be included in the regular school system or may involve a separate school. Combined with the regular high school curriculum, there may be special courses on care during pregnancy and on parenting for the young parents. Social agencies play an active part in developing and participating in the program. Some agencies, maternity homes, and hospitals also offer educational and vocational programs for the unmarried young mother, often providing child care for a period of time after the child's birth in order that a mother may finish school.

Conclusions

The working mother, the single parent, and the young parent can benefit from a number of parenting education programs. The following are a few suggestions which could be included in programs designed to help parents.

Visiting educators: They can help to make the home a true "home learning center."

Toy and material centers: A parent can visit and borrow from these centers and bring the materials home.

Making contact through a parent who "has it together:" They can be encouraged to help each other.

Parent conferences: Mothers and fathers have a right to them on a regular basis or when needed.

Parent rap sessions: The parent is not alone; interchanges of information and sharing experiences are reassuring. From these sessions perhaps a switchboard could be set up or cooperative child care arrangements made. They can also provide a united front for child care.

Men in early childhood education: Such a career possibility should be publicized. Men add special experience for fatherless children.

Children's books: They must include those where the city child's life is the theme. We must encourage books which portray various family forms and multiple roles for both women and men.

The attitude of educators responsible for children of these parents must be one of acceptance, support, and interest.

Listen to the parent and observe his or her behavior.

Build upon an interest you discover.

Make the parent feel needed, important to his or her children.

Identify goals for the children and provide feedback.

Accept parental methods of childrearing, but show by example alternate ways.

Show that you care about the parent as well as the children and the entire family.

Communicate that you recognize the parent's role as crucial and that you <u>care</u> about the parent.

Put the parent in touch with available community resources.

Chapter IV

AN ECOLOGICAL APPROACH: NURSERIES IN CROSS-CULTURAL EDUCATION (NICE)

Education for pareting requires a change in the values of our society. Political scandal, tax evasion, and skyrocketing oil company profits spotlight the shoddy, deceptive, mistrustful side of human interaction in the United States. We can question with reason if the quality of interaction in any phase of life--home, education, religion, society--is markedly different from that which we have witnessed in public. If it is different, then we are a schizophrenic culture indeed, for the same person who is a politician is also a member of a family and probably is active in church, school, and social groups.

Bronfenbrenner (1973) maintains we must take an ecological approach to our problems if our strategies of intervention are to be effective. He states that family disorganization is one of the major causes of behavior disorders. The other is the set of circumstances that cause family disorganization. He says:

> Specifically, when these circumstances, and the way of life which they generate, undermine relationships of trust and emotional security between the family members, when they make it difficult for parents to care for, educate, and enjoy their children, when there is no support or recognition from the outside world for one's role as a parent, and when time spent with one's family means frustration of career, personal fulfillment, and peace of mind - it is then that the development of the child becomes adversely

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affected (pp. 3-6).

In this chapter, because we affirm Bronfenbrenner's position, we have attempted to sketch the role of education for parenting from conception through adulthood. Our basic tenent is that an individual will only be as fully developed a parent as he is a human being. Therefore, our system must be concerned with educating for humanness. This is the preventive approach to education for parenting. To the extent that we have an effective preventive program, we will not need remediation - in the future. Today we have a generation or so of parents who have many needs. Therefore, the latter part of the chapter deals with various remedial approaches to education for parenting.

THE ECOLOGICAL APPROACH

> [We] have become deeply saddened by the physical and mental consequences visited on children whose misfortune it was to be born to parents who lacked understanding of the emotional, nutritional, and early learning needs of the young.(Marland 1973, p. 3.)

Parenting is the whole range of activities and concerns, and all the knowledge and skills, that being a parent entails (Marland 1973). We assume that parents want to acquire knowledge and skills to become better parents. Therefore, the intent of this publication is to present a curriulum guideline for parent education. Our ultimate goal is the growth of mature, healthy, and responsible children who in turn will become mature, healthy, and responsible parents.

What Do Parents Need to Know?

Parent eduation begins at the time of coupling, i.e., marriage or cohabitational living arrangements. At this time, the individuals involved

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should experience self-discovery and self-awareness in relation to each other. The techniques for doing this should have been a part of the education of the couple since they were small children. Personal mental health is a great strength in good parenting. Understanding and enjoying constructive patterns of human communication within the marital relationship is also of vital concern at this stage. The best gift parents can give their children is a happy marital relationship (Harris 1967; O'Neill and O'Neill 1972; Fromm 1956).

Other pertinent topics for potential parents to know about include life styles, goals and values, family planning and world population, sexuality, the physiology of reproduction, genetics, health and nutrition, and medical care resources (Marland 1973).

Conception

The educational needs of adults change as they become expectant parents. At least immediately following conception parents need to know about:

- The phychological, physiological, and sociological changes of pregnancy and parenthood; including real life experiences with children in their homes.
- Prenatal health, genetics, nutrition, the ramifications of diet and medication.
- The intrauterine development of the fetus.
- Potential problems to be aware of and what to do.
- Labor and delivery--different methods of childbirth, the hospital, what happens after birth (Boston Women's Health Book Collective 1973).
- Selection of a good obstetrician and pediatrician; medical decisions which may arise.
- Infant care techniques: bathing, feeding (including breast-feeding), sleeping, playing, illnesses, developmental patterns

of growth, safety (Spock 1957; Dodson 1970). Child development fundamentals: physical, perceptual, cognitive, emotional, behavioral.

a. a study of infant play and learning - how to stimulate movement and language.

b. nutritional needs of infants.

c. emotional needs for nurturance - creating early trust in environment, feelings of love, and self-esteem.

- Disciplining toddlers - behavior management and socializing techniques.

- Community resources - where to go for help.

These topics outlined under infant care should be continued and expanded in depth as the child grows.

Preschool Years

Parents of preschoolers need to have an understanding of what children at this age are like; their behavioral patterns; their needs and developmental tasks; their physical, motor (fine and gross), cognitive and language, phychological, and social development as manifested in their behavior. Suggestions for growth enhancement, play activities which encourage learning, should be shared. Toy and book lending can be incorporated, as well as workshops where parents make eduational materials to use at home. Family dynamics are changing and need to be considered here and at each succeeding phase. A common concern is what to say and do when children ask questions. Parents want suggestions for handling crisis situations. Discipline and behavior management is a prime concern to parents of preschoolers. Parents will also want to know what community resources are available for their enrichment and their children's (Stein 1967).

Early School Years

Parent education takes on an added dimension when the school

becomes a dynamic part of the child's life. Peer relationships increase in quantity, quality, and influence. An open network of communication between parent, child, and teacher is important. Parents need to know school expectations in order to work in harmony to achieve those goals or to effect change.

Parents can be trained to be reflective listeners; they can create an atmosphere of acceptance of children's feelings and attitudes and take a realistic approach to behavior control. Parents of school age children, having five to ten years experience, are generally full of questions and concerns. They have skills in handling everyday problems. Parent groups can be especially helpful as parents learn from each other.

Summary

Parents need to know themselves - their own attitudes and feelings and the origin of these. (In another section of this chapter we discuss programs designed to release this insight.) Parents need to know the potentials and pitfalls of interaction with another human being. Erikson (1951) speaks of the need of young adults to grow into intimate relationships. Parents need to be thoughful and comfortable about their life styles. They need to assess the effects of their life style upon the development of their children.

Parents should be aware of values they have chosen to live by and talk with others about those values and those of society. Some questions parents might consider are:

How open am I with my children and in my associations?

How honest am I with my children and in my associations?

Is my home a democratic institution or does it function along authoritarian lines? What do I believe in for society?

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What attitudes about human beings are my children learning from my model?

What am I teaching my children about roles of men and women?

Parents need to know the fundamentals of conception, growth, and development--especially as it relates to expectations, nutrition, care, love, and learning.

What Do Children Need to Know?

Education for parenting should begin with conception. We wish to touch briefly on some of the issues involved.

Every child should be assured of a place in our society--a place that guarantees adequate care, love, and an environment conducive to growth. As young people reach maturity they should be educated to think and feel in terms of their responsibility for caring for as well as producing children. Can I give a child a home? Am I prepared to care for a child? Am I ready to give love to my child?

Babies and Preschoolers

Human development begins when a child's basic needs are met. As the child gains trust, is nurtured, cared for, and loved, the feeling that he is ok (self-esteem) and his world is ok is developed. The child learns to trust his or her world (Erikson 1951)![4] As the child grows, he or she becomes more capable of manipulating the environment and thus gains autonomy and identity. The child also learns self-control from parental guidance. The achievement of these developmental tasks gives human strength and the potential for further healthy growth and development. Parents can encourage self-awareness and awareness of others through reflective listening, guiding play, giving their children experiences with people

of all ages and a variety of ethnic and racial backgrounds, giving children responsibilities they can handle, choices they can live with, and occasions to care for others (Kipesk 1973).

Parents and teachers can use real life situations, stories, and photographs to communicate understanding of attitudes, feelings, and values. Some prepackaged kits which attempt to help young children in emotional and social growth are on the market.[5]

Early School-Age

With school age the child begins to feel an intense need for friends, approval, success, and acceptance in play and work. Adults are still needed to comfort, to clarify, to support, but the child's major thrust is getting on in the world outside the home. This is a crucial period in keeping intact his or her feeling of worth. Children may learn for the first time that some children are better readers, better spellers, better mathematicians, and they also learn this counts with teachers. Often the school imposes its values on the home by urging parents to "bear down" on the child--longer homework, tutoring, and the like. Children in these circumstances need more than anything else to feel that they are respected and loved just for themselves. They also need to know that what they can do well is important, too. If the school has a narrow definition of achievement, then the child's life outside must accent a wide range of accomplishments. The child must feel respected at home for his or her many skills. Hopefully, schools of the future will expand their areas of respectability!

Erickson describes this as an age of "making and doing things" with one's peers (friends). Observation outside of school verifies that in any week a succession of projects takes place: old machines are taken

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apart and explored, clubs are formed, impromptu plays are given, a clubhouse is constructed from scrounged material, posters are designed and posted, products are made and hopefully sold, and on and on. The early school age child never exhausts his supply of ideas to act upon. This release of energy in pursuit of the child's goals must be nurtured.

Awareness and consciousness of self, environment, and others is developing through all of these activities. The child is exercising self-control and decision-making responsibilities based on his or her own value system. Sensitive parental support and help are needed. What we as parents give our children during these active years shape their futures as parents. For many parents these years are more trying than the preschool years. Parental authority is often challenged. The school age child is constantly pushing to get farther and farther away from home--first to the end of the block, then down the street and across some busy intersection, then to the neighborhood store, and one day to ride the bus. This is anxiety-provoking. Whom will he meet? Will he be safe? What's he up to?

Pushing out the boundaries is essential for the child's growth. If children at this age have sensitive parents, they in turn will be inclined to behave in growth-producing ways later with their children. For an expansion of this concept read Your Inner Child of the Past, by W. Hugh Missildine.

Preadolescense and Adolescence

The preadolescent and the adolescent years are the ones usually designated for family life education in the school curriculum. We maintain that the success of curriculum here rests on the type of home-school relationships developed and the child's experiences prior

to this time.

The preadolescent and adolescent years are a good time for a major, direct family curricular approach. We believe junior high school years, especially the seventh and eight grades, would be far more educationally successful if the emphasis were shifted from trying to develop scholars to ehlping the young people understand themselves. A reconstruction of personality is taking place. The individual is experiencing one of the major physical transformations in the growth process. Typically the school barely recognizes that this is happening.

The preadolescent and adolescent are very aware of themselves and of the world around them. They do not know what to make of it all. Their view is kaleidoscopic with each event shifting the picture in dizzying rapidity. They do not see a stable whole.

They are caught up in the social revolution, women's roles cultural upheavals, ecology, health needs and fads, racial discrimination, language upheavals, social injustice here and around the world. Whatever they feel, they feel urgently, until another feeling sweeps across to make yesterday's cause just that--a thing of the past.

The young adolescent is also very concerned about his or her own place in the sun. He or she has intense anxieties about physical appearance, sexual attractiveness, ability to make and keep friends. He or she may be reaching toward a life vocation.

At the same time the individual is learning to recognize unique differences in physical and mental abilities. The young adolescent is curious and adapts more easily. He or she wants to feel accepted, enhancing self-esteem. The young adolescent develops an increased sense of responsibility and self-control. Feelings of security and adequacy

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contribute to social-emotional development.

We recommend that curriculum for this age group emphasize recognizing individual differences, study of different peoples and their customs, study of families (today and in the possible future), their function and roles in society.

An understanding of the individual's growth patterns, awareness of human sexuality, and how feelings influence behavior should be stressed. This study can be continued through the secondary schools. The analyses become more complex. Detailed information about family life and sex education should be available.

Occupational information, vocational training, leisure time preparation, and coordination with the resources of the community must be stressed.

At this time the school has a great opportunity to help students develop internal standards of responsibility and self control to enable them to function in the complex world of today and tomorrow. Young people want to understand what is happening to them, why they are so moody, for instance. The school should be giving continuing guidance in helping students to understand themselves. Schools can provide experiences in which a teenager can discover his own responses in a variety of social situations, in relating to young children in a functional way, in experiencing human relations concerns, in having to make significant choices and live with them for a time, in making mistakes and in having opportunities for rectifying them, in governing self in a real sense in the school setting.

A general outline of subjects to incorporate into the preadolescent curriculum and applicable to education for parenthood include:*

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*It is recognized that these same areas of concern would extend into the adolescent curriculum.

I Growth and Development

Living Things--animals, plants, etc.

The Body

Human Growth

Growth Patterns

Reproduction

Genetics--Heredity

Nutrition

Health and Safety

Physical Fitness

II Social Growth

Family and Its Responsibilities

Developing Self-Responsibility

How Attitudes Are Formed

Prejudice

Peer Relations

Environment

Effects

Ecology

III Psychological and Emotional Growth

Developing Independence

Self-Confidence and Poise

Friendships

Attitudes and Values

Habits

Drug Use and Misuse

Physical Fitness--Personal Health

IV Sex Education

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Sexuality--to accept the nature of human sexuality as a developmental aspect of the total being

V Diseases and Disorders

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Alcoholism

Drugs

VI Consumer Health

VII The Family and Community

VIII Assumptions for the Future

All course work would use free discussion and sharing of personal experiences. The setting would be more of a counseling or group setting than a structured class. Groups would ideally be small (10-15 students) and perhaps meet less often than a regular class to allow greater numbers of students to participate in small groups. Students should have a voice in course content and time allotment. The curriculum at the adolescent stage might then build on the above in larger conceptual units, such as:

1. Cultural, ethical, and religious concepts of home, family, and sexuality, past and present.
2. Technical information on the biological aspects of sex and birth control.
3. Current dilemmas and problems of family structure and sexuality and their social and ethical implications.
4. What it means to be a parent. This area of study might include fieldwork for older students in volunteer or paid positions in homes, nurseries, on playgrounds with children, parents, and teachers. Students would share feelings and experiences in small groups.

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5. Alternative life styles in today's world--the unmarried mother, combining career and home, communal living, contractual and trial marriage, etc.
6. Psychology and child development courses. Courses may begin in junior high and continue through the senior year. Students can even specialize in child care with field work and a certificate upon graduation which would qualify those who wished to gain employment as assistants in child care settings. One program sponsored by the U.S. Office of Education is entitled Exploring Childhood. This program is "designed to give adolescents new and responsible roles working with young children, the skills to perform these roles, and preparation for adult responsibilities involving the care and welfare of the young."[6]

The program was field-tested in 1973 in 200 schools and communities and evaluated for exportation to other communities. The limitations of the program seemed to be an acceptance of education as it now is and an omission of materials designed to develop self-awareness and insight.

Involving Parents of Teenagers

In our culture, adolescents find support to reject their parents and their values. We feel this is damaging to personality and hazardous for many young people. We propose that then the school takes the role in family life education described herein, the parents must be involved every step of the way. Home and school should support each other. With parental help, the school will be free to do a fuller job of meeting the real needs of students. Parents must contribute to the curriculum; teenagers need to know about parents. Nurses, community aides, physicians, nutritionists, health

aides, teachers, teacher aides, social workers, recreation leaders and aides will be represented in parent groups and can make professional contributions as well. The variety of firsthand experiences would be invaluable. When discussing vocations all parents are resources.

Meetings with parents to share in goal-setting should be informal, open affairs that establish a free flow of communication and a mutual partnership in the educational process. An example of this type of parental involvement is Project Teen,[7] which is being introduced into San Francisco junior high schools to prevent venereal disease and premature parenthood. The program has involved community representatives and parents from its inception. Parents have been involved in the training program and in the school program. Groups are small, informal, and oriented to the individuals enrolled. The program also is being given in Spanish to Spanish-speaking families.

Concluding Thoughts

The most important task we have before us is the developing of whole, fine human beings. The task of enhancing human potential requires knowledge and skills that can be conveyed to parents and potential parents. A comprehensive program of parent education for human development, which begins for individuals at their birth and continues through their lifetime, is the touchstone for improved parenting and healthy children.

NURSERIES IN CROSS-CULTURAL EDUCATION: NICE

We present this description of a program with which we have been associated because it includes most of the characteristics we have discussed.

Nurseries in Cross-Cultural Education (NICE) was a five-year program funded by the National Institute of Mental Health to study the effects of a nursery school on the mental health of its participants. Sixty families

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representing a variety of racial, ethnic, and economic groups were enrolled in three centers. Children entered at age two.

Family was defined by NICE as any individual living in the household. Family members could vary from month to month. Mother was a constant for each family in the sample. Families also included some fathers, uncles, mother's boyfriends or former boyfriends, aunts, siblings, grandparents, friends and their children, and so on.

Underlying Assumptions

The underlying assumptions to which the staff was committed in working with parents were:

Voluntary involvement is superior to mandated involvement. The assumption was that if a family member remained uninvolved, she or he had valid reasons. An adult did not have to fit into the project. He or she could choose to remain practically unknown to the school. None did! This assumption necessitated a nonjudgmental attitude by the teachers.

Realistic Needs Will Emerge

Staff operated on the assumption that adults sending their two-year-olds to school have needs. These will emerge if given a chance and constitute the beginnings of a parent program. From these needs would come the content and the process for developing parental involvement.

Real Problems Form the Basis For a Program

It was assumed that the daily occurrences of a program formed a practical base for the development of parental involvement and that the manner in which these occurrences were handled would influence other facets of parental involvement.

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Unconditional Acceptance of Parents Is As Necessary As It Is For Children

This assumption was subscribed to intellectually but was actually difficult to feel as one saw children being rejected and neglected. It served as a continuing thread for discussion and action.

Emergence of a Design for Parental Involvement

The initial formal family contact began with the intake interview which, among other things, was designed to establish each family's involvement and interest. For most families, being interviewed in such depth was a novel experience. Many expressed surprise that enrolling a child in nursery school necessitated such questioning. It was learned how much the families took part in institutional life outside the home, something of what they wanted to do in the future, how they spent their time, what they considered recreation, and what they wanted for their children.

When the schools opened in September 1966, the parents were invited to stay with their children as long as they could or thought necessary. A parents' corner was set up in each school; coffee, magazines, comfortable seats, and other adults to talk to proved irresistible to many parents.

Dealing With Real Problems

With the opening of school came the first real problems that needed the cooperation of parents. Some parents could not meet the minimal requirements of getting their child to school. Teacher logs during the first three months show the continuing efforts teachers made to involve parents not only in getting their own child to school, but helping other parents do it. (As car pooling arrangements were made, relationships were developing.)

"Feeling Out" Process

As parents came and stayed, they gradually began to participate in a variety of ways. One of the fathers installed a basket swing in the yard, a mother organized the storage closet, another mother helped the children in an art activity, and so on. During this "feeling out" stage many attitudes were expressed by parents which staff acted upon. For example:

> We have concluded that with mothers feeling the way they do about wet clothes we shall have the children wear plastic smocks while playing in the housekeeping area. This is one restriction of freedom that we have made at this time. There is a great emphasis on the part of most about appropriate kinds of clothing for "school." We're hoping by meeting them half-way on this issue, to have them move toward us.

Teachers were also learning the areas about which there was a difference of opinion among staff and parents.

> Mrs. Jason tends to do things for the children rather than encouraging them to try out for themselves.

> Mrs. Smith was annoyed by all the juice that was being spilled and said we should have a "bad chair" for children who misbehave.

Feelings between the various cultures represented in the school were also emerging and formed the basis for later programming.

> Mrs. Matthews is sure the damage to the playground is the work of the Square people because of their attitude

toward "outsiders" being included in the nursery school.

The Bag Lunch

During the first two months, parental involvement stayed on the level of incidental, day-by-day happenings. By this time some parents began to push a bit for more organized approaches. Since the staff members often brought their lunches, it was an easy step for a few parents to drop by at lunch time with a bag lunch for a visit. Rather quickly the bag lunch became institutionalized into a once-a-week affair. The parents knew that on this day anyone who wished to bring a bag lunch would be joined by staff and other parents and their children. These were noisy, casual affairs. Parents had nonthreatening opportunities to observe how other parents handled problems arising from young children eating and playing together. They were encouraged to bring up questions and they soon learned that other parents were rich resources. The weekly bag lunch evolved in all three schools and continued throughout the project. Many friendships were begun over a bag lunch. Many opinions were shared and plans made for special events.

Small Group Meetings

As specific needs and problems arose, small groups were invited to meet to discuss these mutual concerns. At no time did the staff feel it was necessary to have a majority of the parents present in order to have a successful outcome.

For example, a few parents had older children who were finding it difficult to become involved in recreational pursuits in the neighborhood. These parents sought the advice of the teacher in that school and for several weeks, the group worked and planned ways to find suitable recreation for

their children. The school was then opened certain afternoons for older siblings. Group leaders were provided and several small friendship clubs were formed.

In another school a few mothers were interested in sewing. The help of the Homemaking Department of the Redevelopment Agency was sought. The YMCA provided a room, a machine was borrowed, and the group met together until they gained enough skill to feel they no longer needed the group.

Many groups emerged, lasted until they had fulfilled their purpose, and then disbanded. At first these groups developed because one of the staff heard a need expressed and acted as a facilitator to make arrangements. Often other community resources were enlisted to staff these programs. Later parents took the initiative in forming groups for specific purposes. Sometimes they were a social or recreational outlet. One group planned an elaborate shower for one of the mothers who was pregnant. At other times the groups were to achieve some end for the project, i.e., planning a party, making items to sell for a raffle, developing a proposal for area recreation, protesting treatment of public houseing residents by police.

Participation in the Nursery School Program

Parents were told when they entered that they were not required to participate on the floor of the nursery school. They would be welcome to come, observe, and help. Some of the parents had had experience in parent participation nursery schools and were looking forward to continuing this experience. Some parents worked and, therefore, could not participate. Others said they did not feel comfortable working with young children. All of these feelings were respected by the staff. Each parent was welcome whenever he or she came. Interest in their daily lives was expressed.

Since there was a place for parents to sit and visit over a cup of coffee, parents lingered longer than they had planned. Gradually parents began to see times and ways that they could be helpful.

The staff had had many discussions about the meaning of unconditional acceptance. They agreed that however a parent helped would be accepted even though the teacher would have handled the situation differently. Since parents were not "put down," participation became more widespread. Parents began to ask more questions. These questions were the content of discussions held as parents brought their children, picked them up, had bag lunches at school, or sought a teacher for a conference.

Parent Education Groups

In one school the request came after a few months for a formal parent education group. One mother said to the director, "Why don't we have a parent education group? Other nursery schools I've known about have them." The director replied that she would be glad to lead such a group if the fmother would enlist the participation of parents. The mother named herself parent education chairman and the group assembled twice monthly during the nursery school hours.

The group came with the expectation of being taught about child development. The director saw her role as a facilitator and stimulator. She asked the group what they wanted to discuss, arranged to have some resource material (pamphlets, books, films, visiting consultants) available, and helped the participants feel comfortable in sharing their experiences as the mother of a two-year-old son. The group was amused since she was perceived as an expert, yet had the same problems they did.

This group of parents stayed together for a year and a half. They dealt with such topics as discipline, appropriate behavior for two-and

three-year-olds, sibling rivalry, what young mothers need to know about childrearing, prejudice, and curriculum of the NICE schools, public education, father's role in the discipline. In addition to discussion, the group utilized role-playing, original writing, creative arts, dancing, films, reports, and problem solving of real situations.

These parents became a cohesive group. They were able to meet most crises and not pull apart. The other two schools requested parent education meetings, but apparently they did not have the same need as this group of parents had; the meetings did not have the depth of involvement and feeling.

Parent Training Classes

As more parents became involved in working in the nursery school, the idea emerged of training parents to be teachers of young children. This marked a sharp turn in parental involvement. Up to this time the major effort had been an examination of the role of mother or father in child-rearing. Now the concept was how to be a more effective teacher of your child and of other children. At this writing this concept seems a sounder base for parental involvement. Perhaps mothers know as much about mothering as professionals and do not need advice that is so generously laid before them.

Professionals, however, should have competency in teaching mothers and fathers how to be more effective teachers of the young. Three classes were held--one the spring of 1968 and two the spring of 1969. The latter two carried extension credit at San Francisco State College. Twenty-three parents and six staff members participated in these training classes taught by the director and a research associate. The tone for the first class was set by the following letter mailed to each participant.

A letter to parents about what your child learns from you ...

Dear Parents:

You are your child's most important teacher. Did you every stop to think what life-long learnings come from you? First of all, he learns the feel of mother as you feed him, change him, bathe him. He remembers this always. From you he learns how much he can trust the world. He also remembers the sound of father's footsteps as well as mother's.

Then he learns his language from you. His voice tone and the way he pronounces words will be much like yours. What he first talks about will be what he has heard and seen at your knees.

Very important is what he learns from you about how you feel about people. If you are friendly and helpful and think people are pretty fine, he is likely to feel this way too.

He learns very early from you how you feel about <u>him</u>. If you think your child is just great for a two-, three-, or four-year-old, he'll feel great about himself. These attitudes that he "catches" from you when a child, he is likely to keep for all his life.

So, because you are your child's most important teachers, we welcome this opportunity to think with you and to share whatever we know about children so we may all do better that which we do each day.

In this class everyone teaches. We all learn from one another. Our job will be to make this possible by organizing the

course and making available the books, pamphlets, people, experiences we need in order to do our work well.

I have talked with each of you personally and you have told me your hopes and expectations from this course. The rest of the materials we will discuss today are based on what Mary and I think you said you would like. If you have suggestions, please let us know so that this course may be what you want it to be. It is <u>your</u> course. We are here to help you.

Love,

Mary B. Lane

The classes met for two hours once a week, for 15 consecutive weeks. The instructors used similar teaching methods and materials to those they use in college classes. Built into two of the classes was the stipulation that each participant spend one day a week at the nursery school trying out ideas discussed in the class. (This was impossible with the third class since it was composed primarily of working parents.) This attempt to weave together theory and practice proved helpful. The head teachers were kept informed of class content so they could implement practical applications. Another feature of the classes was making a child study. Each individual selected one child to observe for a few minutes each week and record his behavior. These observations were read in class where they furnished much rich content.

The desirability of sharing one's self with the class was established at the first session when each person spoke for a few minutes about some important events of his or her life. The instructor set the stage for the sharing of feelings by stating the importance of coming to know each other and understanding how different members feel about things. She emphasized

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that we are all teachers since each one has something to teach others. The instructor then told of some of the important happenings in her growing-up period, how she lost her parents as a young adolescent, and some of the feeling events of her professional life.

This was followed by each person sharing in a very meaningful way. As people talked they identified some common experiences that served as bridges to further understandings.

From the sharing that took place, the group realized that some of the experiences shared by many in the group were that:

1. Many had grown up in a place different from San Francisco and had moved as young adults.
2. Many had experienced segregation in the deep South.
3. Many lost their mothers while quite young and had the experience of being cared for by another member of the family or being partially neglected. This changed the direction of several of the group.
4. All had dreams of what they would like their children to become.
5. Many tended to look at their early childhood with a great deal more joy and pleasure than they tended to look at their later childhood.

Prior to the beginning of the classes, the director had a conference with each person wishing to enroll to determine what each wanted to have included. These responses were then summarized and fed back to the class so that everyone was aware of the purposes each had. The following are the purposes of one class.

Purposes:

1. To learn more about myself, my children, and my environment.
2. To become able to speak out and to express myself and my ideas.
3. To gain three credits.
4. To learn how to work with my own kids.
5. To learn how to relate my ideas to others without hurting other's feelings.
6. To open some new doors.
7. To get additional help in English and spelling.
8. To learn more about disciplining my children.
9. To understand the inner thinking of my children.
10. To get understanding of meaning of painting.
11. To understand parents better.
12. To increase communication among parents and to learn from each other.
13. To learn more about group dynamics.
14. To understand nursery school structure.
15. To understand what happens to children as they grow and leave our nursery school.
16. To understand child's development of identification and what causes tendency toward homosexuality.
17. To study place of food in nursery school.
18. To learn how to tell stories to children.
19. To learn what interests children at different ages.
20. To become a better teacher for my children.
21. To increase my confidence.
22. To prepare myself for future work.

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At the first class session, after the sharing of feelings, the combined purposes were organized into a tentative program for the class. Priorities were set; materials that would be helpful were discussed; and the class members began to feel a sense of being together in their efforts.

The instructors were responsible for introducing ideas, but a major part of class time was spent in discussing the participant's experience in the nursery school and their child study, and in answering questions raised by someone in the class. Some time was spent in helping individuals develop skills in reading, writing, spelling, and speaking. Parents learned to respect each other's knowledge.

> This was our course (I loved it). In it everyone taught and we all learned from each other. I loved the freedom and feel a real part of the class.

One of the teaching strategies that proved successful was asking class members to recall experiences of their childhood and interpreting these experiences as of today. For example:

> What memories do you have of arguments with brothers or sisters? How do you feel now about your brothers or sisters?
>
> When you think about playing as a child, what do you remember? Can you recall any of your feelings?

We also asked parents for information about a topic such as:

1. What problems do you have with your children?
2. How do you handle these problems?
3. Why do you think you are having the problem?

Write a short paragraph giving your responses to what you have found out.

Outcomes of Parent Training

There were many outcomes from the parent training. Some were designed. Others just happened. The project became a unified endeavor whereas before it had been three individual projects with common goals. The feeling of "my school" came to have less significance as friendships were formed among parents from different schools.

Mothers were judged by the staff to be competent enough to operate the schools one day a week. This they did on Fridays, with the assistance of Experienced Teaching Fellows who were in a graduate program at San Francisco State College. Staff used this time for staff meetings and were always just a five-minute distance away if needed. They seldom were!

Several parents developed the degree of competency that qualified them as teacher aides. The NICE project utilized their services during summers when student teachers were not available. Some were employed by other schools. After NICE project utilized their services during summers when student teachers were not available. Some were employed by other schools. After NICE ended and the Cross-Cultural Family Center was formed, five of the mothers became teaching assistants in that nursery. They are employed today and receiving a salary that is the going rate.

Parents were involved in assessing the program of the public schools, in an effort to know the kind of program their children would be entering.

Cross-cultural associations were stimulated in the class and outside the class. This was encouraged by staff.

The parents and teachers in each school had a large body of common

concern which they could discuss with ease because the parents had been there too.

Parents developed considerable confidence in their own resources. They began to accept the validity of their own experiences as dimensions for growth.

Social Work Programs

Buttressing the parent program was the social worker. Social work was an integral part of the total experience, providing direct services to individuals and families, consulting with staff, and representing the project in community outreach and self-help groups.

During the second and third years, several social work students from the undergraduate and graduate programs of the Department of Social Work Education of San Francisco State College were placed under supervision of the NICE social worker. They performed a variety of social work tasks depending on their skill and level of professional development.

The social work program was based on several assumptions consistent with the aim of the project.

1. Services should be available quickly and with little or no "red tape" in obtaining them. Calling for help was made as simple as possible. No forms were required. A parent needed simply to call the family counselor directly or request that the teacher call. Appointments were made as quickly as possible and were often held in the home or the school at times that were convenient to the individual, including evenings or weekends. Families were reminded of this service through letters, bulletin boards, and personal contacts.

2. Social work help should be directed toward the immediate need with maximum help being given toward resolving the most urgent problems, one

at a time. Short-term, immediate, and effective help is directed toward promoting growth to the point that the individual's own inner resources permit the resumption of functioning. There are numerous crises in an individual's life; he or she may need help at that time, but may be able to function quite adequately in between these crisis points. Long-term and traditional psychotherapeutic models are not appropriate under such circumstances. The pattern emerged of stress--needing help--seeking help--using help--restoring functioning--new stress. No effort was made to aid for total change; goals were set within the framework of urgent need at the time.

3. A range of interventions, flexibly used, should be available at all times. The social worker in this project had to be a "generalist" insofar as he or she was dealing with a range of people with a wide variety of problems. The need had to be assessed and the most effective and efficient problem-solving intervention method employed. This could mean casework, group work, or community social work. It often involved several approaches with one family or one individual. At times it meant that the social worker assumed a new and unorthodox role. For example, one parent had severe multiple problems, even to being unable to bring her child regularly to school. After repeated efforts to reach this mother had failed, it was decided that the social worker would bring some nursery school materials to the home to assist the mother in stimulating her child's development. Since this parent did accept this arrangement a small amount of progress was made during the ensuing months.

4. The social worker's role was conceived as representing the families in NICE as their intermediary with the community. In this role the social worker often became the family's advocate or social broker in dealing with the bureaucratic institutional red tape of clinics, social agencies, and

schools. The social worker often prepared both the family and the agency for their contact, providing each with enough information to make a good beginning. This approach often made for a successful referral and maximum use of agency services.

Summer Camping

Special mention should be made of the summer camping program since it involved a sizeable number of children. Private children's camps interested in integrating were willing to offer substantial scholarships to minority group children. In some cases, parents desiring to take advantage of this opportunity had to raise some of the tuition. They arranged for a Flea Market to raise some of the money, applied pressure on their welfare worker for money, and arranged subsidies from the Consumers Co-op of Berkeley for the rest. As a result, in two summers, 14 children attended camp for a total of 58 weeks.

Social Affairs

Another aspect of family involvement was sociability. Here, too, the staff initiated school-related social functions at first, such as a film festival. Christmas parties were held during the holiday season with both children and parents. Picnics were held in the spring or fall. Soon parents were saying, "We want a party just for the adults." During the first year, these parties were mostly held in the schools. Thereafter, they were held usually in someone's home. Each school had two or three parties a year. A project picnic was held each summer.

As people became acquainted, small social groups formed: swimming, camping, cardplaying. Many of these were cross-cultural and some are still functioning.

Parent Advisory Council

By the end of the second year of the project, the parents were involved in many ways.

The staff felt the desirability of parents being more intimately involved in decision making relative to the project. Up to this point parental decision making consisted of giving reactions to pending decisions prior to their being implemented. The time seemed ripe then to find a structure for developing parental decision-making processes. The Head Start model was adapted.

Parents of each school named four representatives and two alternates to a Parent Advisory Council (PAC). The process for obtaining the representatives was left up to the parents. A variety of methods was used. One school asked for volunteers and took the first four; another school held an election, and the third school sat around and talked about which four they wanted to have represent them.

The Parent Advisory Council quickly began functioning because the time for applying for a grant extension was at hand. This gave the PAC a tangible task.

The PAC decided to have a series of "Koffee Klatches" to discuss the interests NICE parents had in continuing after funds for NICE were gone. During the summer, groups of parents met together and discussed a family center--a place that would have something to interest all members of the family. Hopes were high and interest was keen. Staff was consulted about their willingness to continue with the group. The amount of hard work and parental interaction was unbelievable once the parents saw themselves as a fully functioning part of decision making.

As work on the proposal proceeded in the fall, PAC identified the need for more procedural structure than existed. This became another part of the development of the PAC. During the 1968-69 year PAC carried out the following:

Participated in designing the Cross-Cultural Family Center proposal

Participated in two site visits from the National Institute of Mental Health

Participated in a Faculty Program Series of San Francisco State College entitled The Battered Child

Planned and implemented a meeting with the kindergarten teachers and principals of the elementary schools to which the NICE children were going in the fall

Designed and held a Black Culture Series

Made the decision to form a nonprofit corporation and became incorporated

Developed criteria for membership in the Cross-Cultural Family Center (CCFC)

Developed program for CCFC

As these processes were carried out the feelings of the parents could be compared to a roller-coaster. High hopes prior to the site visit by NIMH; anxiety for the next few weeks until the message came that the proposal had not been approved but that we could alter our proposal; unbelieving despair that their work was not supported; rallying for further work to be done; more meetings and decisions; another proposal submitted; ultimately the final rejection which in a sense relieved the group. Now they had to make plans on their own. At least the life of the Center was not to be dependent on an outside, poorly understood force.

As the NICE project drew to a close the parents had taken all the

important steps to begin functioning in September 1969 as a nonprofit Cross-Cultural Family Center (CCFC). They had two sites from which to choose and the decision was difficult. They decided to accept the invitation of the Unitarian Church to use a new educational center just completed. Thirty-three of the original families of NICE elected to belong to the CCFC. Five members of the staff donated time and talent to help the Center become a functioning reality.

The program has operated for the past four years consisting of four components:

1. Nursery school for children ages two to five.
2. Kindergarten supplement program for children in kindergarten.
3. Club program for school age children.
4. Adult program.

The undeniable evidence of the effectiveness of the NICE project is the fact that the parents of NICE, having developed enough social competency and intergroup acceptance, organized and implemented a Cross-Cultural Family Center without external support. The Cross-Cultural Family Center has not only kept itself in existence but was chosen as one of the 34 promising programs to be presented to the White House Conference on Children, December 1970. At present CCFC is searching for a permanent home since it has been the recipient of gifts from generous San Francisco individuals totaling $100,000.

Professionals Viewed as Human

Many of the NICE families viewed all professionals with a certain degree of suspicion at the beginning of the project. They had had painful experiences with teachers, welfare workers, clinic personnel. They assumed all professionals were alike, until the NICE staff came along. Slowly at first and then with greater assurance, suspicion was replaced by trust.

It took time. NICE parents came to know their staffs as human beings who were working hard to do a difficult job, were friendly, were easy to talk to, and could be counted on to come through on their promises and to help in times of crisis. This view of the professionals in NICE was communicated to an ever widening circle of friends, neighbors, kinfolk. NICE in this regard, as in many others, was a small pebble dropped into the big community pool. How far and how deep the concentric circles were that the pebble created is not known.

Influence in Public Education

The community endeavor of most effort by NICE was public education. This was singled out for two reasons: (1) The intake interview revealed almost universal mistrust and rejection of the public schools; (2) The public schools have the potential for being, next to home, the most influential force in a person's life.

By the end of the first year, the parents were showing concern about what was going to happen to their children two years hence, after NICE. Staff facilitated this interest by asking each school to name two people to a public education committee. This group took the leadership in examining the issues of public education and keeping parents informed about their roles in the public schools. The second year of the school's operation, the public education committee was very active. They:

1. Held several sessions to plan their work for the year.
2. Sponsored three meetings of the entire membership.
    a. Buzz groups to discuss parents' concerns and to plan a program of action including visiting local elementary schools, attending school board meetings, becoming active in local elementary schools.

b. "Tell It As It Is"--a panel of teenagers to discuss their reactions to their own schooling.

c. "Tell It As It Is"--as seen by Western Addition District Organizer for Education Development Center.

3. Devised a relay system of visitations so that each parent had the opportunity to make two visits to the kindergarten of his local school.

4. Devised an observation schedule to be used when visiting kindergartens.

5. Evaluated their work at the end of the second year and planned their work for the third year.

In the meetings of parents the most frequent complaints were:

The schools do not make parents feel welcome.

Teachers tend to "lump together" all the children from the Western Addition. They are prejudiced on the basis of the address of the child.

Teachers are not free.

More Black teachers are needed.

Teachers don't respect the children.

We need teacher aides in the public schools.

Teacher discipline is discriminatory.

The third year of NICE, the public education committee sought to develop a reciprocal relationship with the local schools to which NICE children would go as they entered kindergarten. They invited the principals and kindergarten teachers to visit the NICE schools. At the same time the parents were continuing to visit kindergartens. None of the public schools found it possible to release kindergarten teachers to visit. A few of the principals visited.

Teachers attempted to develop a dialogue with public school personnel. They visited the schools and familiarized themselves with the process for enrolling in kindergarten. They then asked the principals if enrollment procedures could take place at the NICE school. This was granted. In May, at the request of NICE, the elementary schools held a meeting for NICE parents, at which time the kindergarten teachers stated their expectations for children entering kindergarten.

This meeting was intended as an opportunity to "get acquainted" but it became a "sizing up" occasion. Some of the kindergarten teachers were much more acceptable to most of the NICE parents than were others. Since parents may request the teacher they want, and children are assigned on a first come basis, parents enrolled their children immediately as permitted. Nearly all were given the teacher of their choice.

Summary

The adult program was many-faceted. It had some unique characteristics - the most important one being that it was not a ready-made, preplanned program. It emerged and developed as parents and staff came to trust each other enough to know mutual concerns.

Like the children's program, it operated on a broken front. At no time did everyone have to conform to a decision made by the majority. Parents were free to choose areas of interest and value to them. Parents who were ready to "zoom ahead" could do so.

Timing was important in the adult program. Individuals had an opportunity to think about something before deciding to commit themselves to it. Much time was allowed to get acquainted.

The concept of the parent being the child's most significant teacher was central to the direction of the program. This led to the development of the

Home Task Program and the desirability of training sessions.

The validity of one's own experience was another central concept used. Validation came through support and nonjudgmental acceptance, and led to self-definition of needs and growth.

The program blended formal and informal modes. Individuals had an opportunity to find a comfortable framework for participation.

Finally, the adult program accepted the fact that many families today are not tidy social structures including a mother, father, and children. Each child by our definition had a family with whom NICE could communicate and who could contribute to NICE.[8]

Chapter V

OTHER ALTERNATIVES

Insight Programs

We believe that being an effective and satisfied parent involves the same set of skills as being a good friend, brother, sister, husband, wife, or teacher. These are basic human relation skills. Included are the ability to be sensitive and receptive to other people; to have insight into one's own needs, motivations, and shortcomings; but to be able to accept and be open to oneself and others despite perceived faults and annoying personality characteristics.

In our opinion, any program designed to provide insight must concern itself with human relations and insight into self and others. If, for instance, an insight program is to begin in the school system, it starts with school personnel. Assuming that administrative obstacles to such a program have been overcome within a specific system and there is receptiveness, the following suggestions are offered as a way of educating adults in the areas of basic insight.

Programs for Teachers

We would make it a basic requirement that all school personnel - administrators as well as teachers and special assistants - participate in a course or courses (for which credit would be given), the primary purposes of which would be to develop skills in human relations. There are many ways such a course could be run. We suggest the most effective method would be for a few to meet together in informal groups under the leadership of a qualified counselor, teacher, or psychologist. Specific topics, as well as emerging interaction, might include:

1. Discussion of and practice in basic human relations skills, i.e., the importance of knowing how to listen (Benjamin 1969), observance

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of nonverbal cues, listening for the feelings behind words, etc. (Carkhuff 1969). The group leader might introduce ideas such as:

a. Some key concepts of writers in the field of psychotherapy, such as Carl Rogers, (1961) i.e., knowing how to reflect feelings adequately, the importance of openness and empathy.

b. Gordon's (1970) concepts of relating to children as described in Parent Effectiveness Training (PET). (Active listening, knowing how to be honest about feelings, using "I" messages, effective methods of resolving parent-child conflicts.)

c. Concepts of Transactional Analysis (Harris 1967). (We all have a parent, child, and adult within us which act at different times and in different circumstances.)

Probably the most effective way of learning these and other basic concepts would be through intensive group interaction including controlled encounter situations, gestalt techniques, role-playing, discussion, and working out of personal experiences.

2. The second area of emphasis would be exploring and understanding personal motivations, needs, aspirations, and ideals. This would grow out of intensive group discussion and interaction. The group leader and participants could help each other explore questions such as "Why do I react this way in this situation?", "Why am I a compulsive talker?", or "Why can't I stand that type of child?" The development of awareness would be the focus. It would be just as important to stress strengths and successes as it would be to point out difficulties. As an outcome of training and experience in human relations and insight, teachers and administrators should be better prepared to work with parents and their specific problems and with the children in their classes.

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Programs for Parents

For groups of interested parents, special sessions could be set up under the leadership of a teacher, counselor, or a qualified parent which would follow somewhat the same pattern as teacher groups, and use similar content.

Probably much more emphasis would be placed upon parent-child relations with discussion and role-playing of specific problems and situations encountered in the home and school. Mother becomes Felicia who doesn't feel understood; someone else is mother, tired and irritable after a day of work. Through role-playing and other techniques parents would learn more about how they relate to their children and about personal motivations, needs, and feelings.

Various counseling concepts could be introduced where they fit. Parent Effectiveness Training concepts would likely be of special interest. We feel that groups built around just one set of concepts such as Transactional Analysis or Parent Effectiveness Training would be less effective than those having a variety of concepts. Many adults are too prone to grasp a system to the exclusion of anything else. Thus, a flexible, eclectic discussion and interaction is likely to be much more effective.

Each parent group would have to be tailor-made for its particular locale and socioeconomic situation. Each would consider the attitudes and feelings of parents and teachers. However, a basic group dealing with self-insight and human relations should be able to cut across many social, ethnic, and economic barriers.

Teachers can do much on the informal level both within and outside the classroom by setting an example of asking carefully thought-out questions with their students or with parents in casual discussions in stores, at community affairs, or at routine conferences called to discuss

a child's progress.[9]

The success of any insight program is likely to vary greatly depending on the personal characteristics of people involved. Those who feel that they "know it all" or who are too insecure to examine their motivation and behavior are going to get far different results than those who feel that they have something to learn and who are aware that making personal changes in feeling and attitude could help them lead a more satisfied and productive life as human beings, parents, and teachers.

Crisis Programs

> We find families increasingly vulnerable as they are shorn of kin, neighbors and friends. Centered as they are about the husband and wife and their one or two children, modern American families are highly mobile, precariously small and poorly structured units to survive the stresses of life--death, unemployment, war separations, infidelity, desertion, and so on. (Hill and Hansen 1964).

A telling commentary on our society is the extent of crises which face families. Help, to certain segments of the population, comes only as a result of a crisis that alarms. This is especially true of low income families. The critical issue in crisis intervention is helping potential consumers know of community resources designed to handle specific crises.

Drop-In Centers

Perhaps all a parent needs is supervision for his or her child while the parent tries to solve a problem or handle a crisis. Drop-in centers for infants and young children are rare. Those that do exist often limit the population they serve. In San Francisco the Parent-Infant Neighborhood Center is a demonstration project sponsored by the San Francisco Association for Mental Health. It is described as a "drop-in center for children under 2 years 9 months of age whose parents live in the Western Addition."

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Drop-in child care centers are meeting a need that is being poorly met in most communities.

Help for Battered and Battering

Crisis programs that serve the battered child and his parents are in short supply. Agencies that deal with this problem are the Department of Social Services, Family Courts, Child Protective Agencies, Family Service Agencies, and Community Mental Health Associations. Most referrals for suspected child abuse come from the schools (Christy n.d.). Whether the referral comes from the school, physician, or the family itself the need for help is immediate. Protection and care of the child and therapy for both the child and the parents are needed. Emphasis is usually on keeping the family intact and breaking the cycle of abuse. The need for therapy and the existence of a cycle have been written about by many, including Harris (1967). He offers ideas on how to deal with the battered child through transactional analysis.

The Department of Social Services gives information on child protective services. This includes screening complaints and giving counseling to those concerned about their tendencies toward child abuse. If drop-in centers were available they would be a safe place to bring a child if the parent could control himself or herself long enough to get the child there.

Switchboards

A parent with child abuse tendencies needs immediate help at the time of crisis. This help may be found through a "switchboard." In some cities, the Travelers Aid Society operates an after-hours switchboard. Community switchboards can be an excellent resource in time of crisis and noncrisis. Some operate twenty-four hours and are prepared to deal with such problems as drug overdose, runaways, and potential suicides. Crises such as these

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are often symptomatic of parent-child and parent-parent problems. After the child has run away or had a "bad" trip on drugs, services become available to the family. Social service agencies, police, and the courts become involved after a crisis has occurred. Less effort has been made toward a preventive approach to family problems. We have found few references to switchboards for parents although this concerns a majority of the population.

Family Counseling

Professional family counseling is available though not to the extent needed. The Department of Mental Health is an excellent resource for counseling information and has programs specifically designed for children. Services of a psychiatrist or psychologist are covered by some private health insurance plans and by state Medi-Cal insurance. Some community mental health centers operate on a twenty-four hour basis for crisis intervention. The sad facts are that most of these agencies have long waiting lists and individuals in crisis cannot afford to wait.

Programs for Special Groups

Since 1965, with the enactment of the Economic Opportunity and the Civil Rights Acts, special attention has been given by the Federal government to the welfare of minorities and of low-income people. All of the various programs funded by these monies have some effect on family life. Head Start, Parent and Child Centers, the Advocacy Program, Legal Aid Assistance, and others have had an impact.

Head Start which makes preschool available for low-income families has made a significant contribution to parenting since the guidelines mandate parent participation in the children's program and parental involvement in decision making through the Parent Advisory Council (PAC). As a result

of Head Start thousands of parents have discovered that they can have a voice in the schooling of their children not only in preschool but also as they enter public schools. There parents have learned the value and power of group action and have developed skill in political and educational activity. Excellent resources exist for anyone wishing to follow this model.[10]

Other preschools for low-income families are funded through the Elementary and Secondary Education Act, Title IV; state preschools, such as California's 451 schools; and preschools funded by Health, Education, and Welfare or by foundations. Many of these are annotated in the resource listing.

Exceptional Children Programs

Parents of exceptional children have unique needs and anxieties. The Federal Government has appropriated generous sums for work with exceptionality. Some state governments give matching funds. Most of the major categories of exceptionality have strong parent groups that are active in obtaining funds for programs. These parent groups are helpful in enabling individual parents to come to terms with the child's handicap.

Resources for Crises and Special Programs

Services for the pregnant teenager are offered by Florence Crittendon Services, Planned Parenthood, Teen Family Planning, local school programs, and local hospitals.

Single parent families may receive help through Parents Without Partners and the Single Parent Service through Florence Crittendon. Big Brothers and Big Sisters are programs for children of single parents.

Alternative or "grassroots" agencies join with established agnecies

in offering information and help in the areas of housing and welfare, legal assistance, education, and employment. Through alternative agencies, groups are forming to help lesbian mothers, families of prisoners, families of alcoholics, etc. Women's groups are being formed, some of which are involved with the problems of motherhood. Switchboards may give information on anything from food conspiracies to abortion, and may have knowledge of alternative services.

For anyone trying to locate services the Information and Referral Service (I&RS) can be a good place to start. In some communities I&RS may be run by Community Welfare Councils or United Funds. The United Crusade operates I&RS and gives information and referrals for health, welfare, recreational, and youth services.

Finding help is often difficult because agencies overlap, have long waiting lists, use restrictive bureaucratic procedures, operate under strict financial guidelines. To help improve the situation Roe (1970) suggests development of two community resource centers. One is to aid any individual with whatever he needs, and another would serve community agencies and their needs. The services offered the individual and family would include: (1) primary consultation, (2) referrals, (3) finance and budgeting advice, (4) legal aid, (5) educational and occupational advice. It is of primary importance that an individual have easy access to the resources of his or her community. A center could give that as well as coordinating the services provided.

Assisting Programs

An important experience for many parents is becoming acquainted with the school which their children attend. Children need to know their parents are interested in their schools, and that their parents and teachers

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are friends. Parents need to trust teachers and school systems, and they also need to know they can be useful, needed participants in their children's schools.

Teacher Aides

Many schools are finding volunteers to be one answer to some of their problems. In the National School Volunteer Program (NSVP), begun in 1964 with a grant from the Ford Foundation, there are now over two million volunteers working with five million children in three thousand programs. Many school districts have their own volunteer training programs, as does the NSVP.

Training seems to be a key to the acceptance of volunteers by teachers. A New York City volunteer said that acceptance by teachers didn't happen overnight: "Many teachers were reluctant to have untrained lay citizens watch them in their classrooms. The reluctance was overcome because we orient volunteers in their proper role and give them appropriate training, and because teachers have come to recognize the value of the volunteer to the individual child" (P.T.A. Magazine 1972, p.6). If there are no training programs in your community, we suggest you try to establish such a program.

The first step is contacting the teachers to see what kind of training they would like assistants to have. Some of the subjects in courses on Instructional Aide Training are: The Role of Instructional Aides; Child Growth and Development; The Exceptional Child; New Math Workshops; Library Workshops; Communication Between Parent and Child; Learning Centers; Audio-visual Workshops. The school district's own teachers and specialists teach these classes whenever possible. When the instructional aides are paid, the courses are usually mandatory, but volunteers are strongly urged

to attend.

Paid volunteer aides assist with the whole class, work with small groups, do individual tutoring. They also assist with bus supervision, help prepare instruction material, work in the school library and lunchroom, help on the playground, do clerical work for teachers, and act as interpreters for non-English speaking children and their parents. Assistants are usually scheduled regularly so the school and teachers can count on regular help.

There are also "one-shot" ways to assist in the schools. Some of these ways are as a resource person in whatever might be your particular talent--art, music, sports, etc.; as a "grandparent" aide; as a person who has had travel experience; with films or slides to help get the feeling of a country being studied; or as a person from a medical or service field; or an employee of a large local business. This is very useful in a new area of the school's curriculum, Career Awareness. It is important, however, in using volunteers for career awareness that social, sexual stereotypes are not perpetuated.

To get the right instructional aide matched to the right teacher, there should be a coordinator to ask teachers what kind of instructional aides they want and to also determine in what ways parents would like to help, via questionnaires and interviews. This "matching up" seems to work best if there is personal contact by telephone call or note from the teacher to the volunteer to assure that the assistance is indeed welcome and to establish a meeting date.

Being an instructional aide is very rewarding. Friendships grow, and car pools and cooperative babysitting groups are formed as helps to the volunteers. Individuals (adults and children) benefit, as does the school

system and the community. Parents learn the expectations of children; they come to understand the teacher's job; they see the wide range of individual differences existing in every classroom; they have opportunities to examine new materials, to test their own ways of relating to children. This all adds up to a more open approach to learning. The following statement from Hartmann School details some of the advantages to parents helping in the classroom

> [Did you ever] see a father stand on his head in his child's class? When the kindergarten teacher invited parents in, one father said, "I can't do anything but stand on my head." "Fine," replied the teacher and invited him to do so. A mat was used and the father did stand on his head. He also had the children doing somersaults, and they all ended up in a laughing heap on top of him--a half hour of pure joy for Dad and children.
>
> [Did you ever] have a parent who...
>
> ...Showed home movies of a trip to the zoo?
>
> ...Gave a demonstration of acrobatic dancing and had the children participate?
>
> ...Made a treat for a Valentine party?
>
> ...Came in with a baby and showed the children how the baby drinks from a bottle?
>
> ...Went on a hike with the class--back pack and all?
>
> ...Made candles, with the children participating?
>
> ...Talked about holidays?
>
> ...Brought in various pets and talked about their habits and care?
>
> ...Brought in a variety of textiles in different shapes and materials and talked about them? (When he was done, each child was given

a piece and a huge collage was made measuring 10' X 10'!)

...Took movies of the class and came back to show them?

...Made decorations with the children?

...Showed the children about singing and had them join in?

...Played the piano and explained high and low notes and then sang together?

...Was a dentist and came to school to "play dentist" and checked each little set of teeth using counting skills?

...Came in and cooked various dishes, especially around holiday time?

...Made a big gingerbread house and brought it in for the children to nibble?

The list could go on and on. These are just a few of the possibilities. The point is that it really doesn't matter what the parents do. The important thing is to welcome them into school as a very vital part of their child's educational experience, informally, so everyone is comfortable. The key is home and school working together. And with this kind of a start perhaps the parents can continue this kind of relationship when their children go to public school. Who knows what "Did you evers" the first grade teacher may pass along to the teacher in the second grade?

- Hartmann School, Mountain Lakes, New Jersey

Tutoring

Tutoring, included in schools' teacher aide programs, is also done through community centers and youth programs. This one-to-one relationship is exceedingly helpful for a child with learning problems and to the tutor. Perhaps the most important part of tutoring is not the rate of achievement, but the rate of growth in self-esteem and self-confidence which can occur

in a noncompetitive, individualized atmosphere. The feelings between a tutor and student are important. Tutors should be chosen from people who enjoy and love children, not just from people who have a speciality in a certain field.

Tutoring, like teacher-aiding, can be done by older students with younger students in the same school, or by high school or junior high school students with elementary school children. In this manner, the skills of the older students are reinforced and the younger students are getting the individual help they need. An important area to observe in student/student tutoring is the manner in which it is conducted. A tutor is not supposed to give the answers to a pupil but help the pupil find the answers for himself.

As in teacher-aiding, many personal rewards are found in tutoring. Some programs stress not becoming emotionally involved when tutoring a child, but this would oppose a truly caring atmosphere (Shelby 1973). Books for tutoring in reading, probably the largest area of tutoring in the elementary schools, are available (Gallant; Mattes; Hawkins).

Cooperative Preschool Programs

Many parents have found cooperative preschool education to answer their needs. Most cooperative programs also include adult education in child development and early childhood teaching. Cooperative endeavors can establish close friendships among the families.

> The characteristic element is the parents' cooperation, not only in the organization and business of the school but also in the education of the children, for the parents serve as teacher assistants. This process provides some of the training most parents lack in the vital art of guiding children; it also affords valuable experience in discovering and utilizing one another's resources and those of their community. (Taylor 1968, pp. 13-14.)

Cooperative programs are usually tailored to a specific community,

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because community involvement is essential in establishing the school and its guidelines and philosophy. There is usually a qualified person in charge of the program whose title varies from teacher, head teacher, director, to teacher director. Whatever the title, the position is that of defining the curriculum to fit the needs and philosophy of the school.

In most cooperatives a parent participates one day a week in the program as teacher assistant, thus helping to staff the school. Parent education time is established by parental wants and needs and is conducted conveniently.

The type of parent who joins a cooperative does not object to the time spent gaining skills and understanding, and realizes the benefits that come to children and parents.

The costs of a cooperative program are usually less than a private program, and the ratio of children to adults can be ideal, around six children to one adult. Some preschool cooperatives have extended their programs to primary education and are functioning as alternative schools.

The benefits of a cooperative program are many for those parents who have time to participate. Visit a cooperative nursery school in your area if you are interested. If there are none, and you would like to establish one, there is ample information to help. A partial list of publications and sources to contact for information follows.

Anyone Can Start a Cooperative Nursery School, 1953.
East Bay Council of Parent Participation Nursery Schools, Inc.,
2370 Grande Vista Place, Oakland, CA 94601.

How to Start a Parent Cooperative Nursery or Kindergarten. Write:
Ms. C.B. Range, 27427 Vargo, Livonia, Michigan 48152.
(Prepared by Parent Cooperative Preschools International.)

Pointers for Participating Parents, 1963. Council of Parent Participation Preschools, Inc., 958 Eddy Street, San Francisco, CA 94109.

Cooperative Elementary Schools

More parents are offering participation at the elementary school. If a local school board can be convinced of the commitment of the parents, and the benefits to the children and teachers (and parents), a program can be established. It has been more difficult on a public school level than on a nursery school level.

In having parents cooperate in the classroom on a contractual basis, the ratio of students to teachers can be maintained at ten to one. Compared to, for instance, the average of 26.1 children to one adult at kindergarten level, 25.8 children at levels one through three, and 25 children to one adult at levels four through eight,[11] decided advantage can be seen. The contract the parents sign obligates them to a certain number of hours per week of aid to the teachers, and these hours can be time spent in the classroom making instructional aids or various other jobs such as timekeeper for the parents' time each week or baby-sitting for parents who are working in the classroom.

These parent cooperative programs, sometimes labeled alternative classrooms, are working well in several school districts in the San Francisco Bay area. For more information, Mr. Morgan, Principal of the Valley Mar School in Pacifica, California (Lagunada Salada School District), may be contacted for information about an established K-2 and 3-5 program which comprises one-fourth of the school. San Francisco and Berkeley school districts have alternative classrooms also. These schools are funded from public school monies; children do not pay tuition as this is seen as an

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alternative to public education within the public domain. For alternative schools there are resources listed in The Last Whole Earth Catalogue.

The new early childhood education program, initiated in the state of California in the fall of 1973, has an important guideline that the school program must have parent participation and involvement every step of the way. Another guideline is that there must be an adult-child ratio of one to ten. Parents are needed in the classrooms. In designing this program, the state placed its priority upon preventive approaches. The primary school is expected to prepare children so adequately that remediation will be reduced drastically.

Home Based Programs

Traditionally, when home and school attempted to work together, the home came to the school in the person usually of mother. Frequently, this happened only when the child was in trouble. During the past decade, an awareness has emerged that in certain circumstances the school can achieve its goals by coming to the home. The school has not been viewed as welcoming parents. Many parents have hostile feelings toward schools. Thus, it was thought, "Why not go to the homes of our children to see if we can open a channel of communication between home and school."

A number of federally funded preschool programs utilized the home task concept as a means of having continuing relationships between home and school. We shall speak of four of these: (1) Gordon's work with infants, (2) NICE, (3) Institute for Juvenile Research, and (4) Toy Lending Library.

(1) Gordon's Infant Program

Ira J. Gordon, Director of the Institute for the Development of Human Resources at the University of Florida at Gainesville, has done research

to determine if the use of parental stimulation of a child before the first birthday enhances the child's development. The program consisted of parent-educators who visited the homes of the children in the study and instructed the mothers in a sequence of scimulation exercises. These were a systematic series of sensorimotor, tactile, and verbal experiences. Instruction was given once a week in the home. The mother was instructed not only in the mechanics of the exercises but also in developing an attitude toward them as enjoyable play with the child. The parent-educator would also present toys and play material to help the mother learn by imitation, involving the mother in the task.

Data indicates that the program enhanced the development of the children in their first year. The children were tested on the Griffiths Mental Development Scale, which yields not only a general intelligence quotient but also subquotients in the areas of hearing and speech, eye and hand coordination, personal-social relationships, performance in handling objects, and locomotor development. "The results of the tests showed significant differences in favor of the experimental children in regard to general IQ and hearing and speech, eye and hand coordination, and personal-social relationships. Most of these differences seemed to be due to gains made by girls in the experimental group" (Gordon 1970). The experimental children succeeded more frequently on taught and untaught tasks presented to both the control and experimental groups of children.

Baby Learning Through Baby Play: A Parent's Guide for the First Two Years, by Ira J. Gordon, describes ways parents can stimulate their infants. He states that the suggestions in the book "are the result of a long and intensive research for those activities which will bring the most to your baby - in fun, instruction, interest, and confidence in himself and you."

(2) NICE Home Task Program

Early interactions between parents and children have a powerful effect on children's developing personality (Streissguth and Bee 1972). Hess and Shipman conclude "that the mother's teaching style is just as good, if not a better, predictor of the child's school performance and intellectual functioning than his social class or his mother's IQ." This concept led to the development of the home task program in Nurseries in Cross Cultural Education (NICE).

Home Tasks are a way of enriching the parent's teaching style. A staff member or graduate student working with the nursery school visited the child's home once a week, bringing an educational item, and demonstrating the ways in which the mother and child could use it. The home visitor also stated the educational purpose of the item to the parent. The tasks served many purposes: They were designed to increase perception, extend knowledge, develop motor skills, expand concepts, build vocabulary, enhance self-esteem, and promote just plain fun. The visitor left the item for a week for the mother to use with her child. The next week the visitor checked on the use of that item, picked it up, and demonstrated and left the current week's task. The tasks were designed to increase parent-child interaction, to provide a climate for encouraging the child's use of language, and to help the mothers become more effective teachers. At the same time, they could be helped to understand the importance of play and play materials in their children's early learning.

The majority of NICE parents had said they were willing to take part in the Home Task program. At the end of the year, parents responded through a questionnaire that they wanted the Home Task program continued, and specifically asked for tasks which furthered school readiness. It was judged to be one of the most influential of the programs tried.

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Some of the Home Task Kits are:

Pasting Kit	Topple Tower Blocks
Seashore Kit	Walking Boards
Magnet Kit	Cooking Kit

Books--Everybody Has a House and Everybody Eats, for example

Five-gallon ice cream container and materials to convert it to a decorated waste basket, which was left at the home to also be used as a target for geometric bean bags

(3) Institute for Juvenile Research

Another project, which used home tasks, states its overall aim was to

> create a family environment in which children's competence development became a part of everyday life and valued as an end in itself. Rather than simply educating the parent about the new "techniques" of child-rearing, the focus of the project was upon altering the nature of the parent-child relationship per se. In most cases, the intended changes would entail a radical alteration in the parent's very perception of the parental role and the nature of children. The parent would have to shift his or her self-definition from that of chiefly a controlling agent to that of a developer or teacher, and to shift his or her perception of the child as someone who had to be primarily controlled or rigidly socialized to someone who possessed thoughts, feelings, interests, and, above all, a unique capacity to develop his ability to interact effectively with the environment. (Scheinfeld, Bowles, Tuck, and Gold 1969).

In this project, the visitor played the task/game with the child. This was a model for the parent to identify with the visitor's teaching behavior. The visitor gave positive reinforcement to the parent in the same manner that they wished the parent to reinforce the child. Some of the toys utilized in the Home Visits for the Institute for Juvenile Research are:

Lotto	Coloring Books and Crayons
Color, Number, and Picture Dominoes	Arithemetic Tangibles
String Beads	A B C and Number Blocks
Toy Money	Simple Puzzles

Books Cards: Fish, Old Maid, Amimal Rummy

Montessori Lace, Button Up, Zipper, and Snap Boards

Discovering Opposites (Instructo Activity Kit)

Seasons Spring and Summer (Instructo Activity Kit)

(4) Toy Lending Library

A Parent/Child Toy Lending Library program has been developed by the Far West Laboratory for Educational Research and Development. Groups interested in the program select one person who teaches the others about the toys and their uses and who operates the library. That person attends a one-week workshop at the Laboratory which introduces the participants to the program. Then that person goes back to the group and leads eight two-hour sessions, usually meeting once a week, which introduces a new toy to help children learn basic skills and problem-solving abilities.

Home-School Communication

Communicating is the key to effective parenting. Parents communicate with their children verbally and nonverbally from conception on. Probably, if we knew enough, we would find an aura surrounding the communication stream that exists between parent and child. The aura for one child may be one of anxiety, for another child anticipation, and for another child ambivalence. Communication between parents and other people such as school personnel, friends, neighbors, and relatives is also important. We wish to discuss in this section parent school communication.

It is our thesis, at present, that a tremendous gulf exists between home and school. Lines of communication are often poorly established when the child enters school and frequently broken in one or two years. When mother comes the first day her five-year-old enters school, she may receive the feeling that the teacher would like her out of the way as quickly as

possible. This is difficult to assimilate at a time when mother is overwhelmed by having to turn her child over to the school. Yet it is understandable when you consider that one teacher is expected to greet and somehow get organized from twenty-five to forty squirming, fearful, clinging, poking five-year-olds and almost as many anxious mothers.

This leads us to look at our practices. If we believe communication is the key to our relationships, then our practices must permit communications. Let's imagine what the feelings might be if on that crucial first day, we had staggered times to come to school so that at no one time would we have more than seven or eight children and their parents. If necessary, why not use two or more days to enroll the children. We are so addicted to traditional mass procedures that this obvious but simple suggestion does not occur to many schools.

What must we consider as we try to establish honest and open communication? First, we must examine our school practices to see what gets in the way of communicating. If we did this honestly, we might find that children need school hours to fit in with their family schedules; that the schedules of working mothers and their children's school day should coincide; that teachers should have time in thei work schedules for home visits; that a system needs to be devised to discover what special talents the parents have which could be shared with school children, and so on.

Second, we must recognize that parental fears and anxieties usually accompany requested visits to schools, often all visits to school. This suggests that teachers should volunteer to go to parents rather than vice versa. The first communication might be a personal telephone call to the home (Gotkin 1968).

This is a simple but unique way to open the channel of communication. The teacher might find this an excellent means to introduce herself. This

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way, parent and teacher become acquainted first as adults--avoiding the child or children as a subject of conversation. During the school year, there are many occasions for casual contact by phone, for example, to inform the parent of something special the child has done, to discuss plans for a group trip, to express concern if a child is home ill, a response to a parent's request to furnish names of classmates for a birthday party, or just to inquire about the family. The teacher has indicated personal interest in the well being of the child. No limit can be placed on the value in helping to develop positive feelings toward the school and providing for two-way communication. As the telephone becomes an expected instrument of communication, parents can be invited to participate in calling. All telephoning cannot be done within school hours. The teacher can find a convenient time to call and use it.

Another communication could be weekly sessions for small groups of parents, conducted by the teacher, on what's happening in the school, mass media relevant to education, kinds of books, toys, and learning materials available. In such a setting, parents can begin to freely exchange ideas with fellow parents and teachers. During the first few weeks of school, the teacher could set aside several evenings for parents to visit the classroom for informal discussion on the goals and objectives for the coming school year, thus providing an excellent forum for parents to share their views and comments on the school's projections (Fedderson 1972). Workshops and training sessions could be conducted for parents to learn to use materials with their own child, in answer to "What can I do at home to help?" For those parents with demanding home responsibilities, a monthly newsletter is an effective communications vehicle.

The basic requirement for communications is that teachers and parents see each other as human beings who have similar goals, expectations, and

feelings. If only we can grow away from blaming and grow toward accepting, many avenues will be available and the child will be a stronger, more secure child (Schaefer 1971).

Summary

We have attempted in this chapter to present a number of approaches available to parents as they seek help in parenting. Realistically we are aware that for many parents the approach needed will be much more specific. Individuals whose task it is to find a match between parental need and available resources will do well to think and feel about the ecological approach. It will be wise to use these concepts, even in part, for they promise to be most enduring. The approach used by Nurseries in Cross-Cultural Education is an ecological approach. In has endured for eight years.

Not all situations can afford the time, patience, energy, and resources required. A crisis must be met now. A teacher seeks assistance. The way to respond is by meeting the crisis or using an assisting program. We can not get parents to school so we go to their homes with a home-based program. A partsome approach may be the avenue for a holistic approach. Accept partial solutions but keep the way open for these to expand into more significant approaches.

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Chapter VI

EDUCATION FOR PARENTING: IF WE HAD IT TO DO OVER AGAIN!

This chapter grew out of hindsight. It represents this as well as observations we have made while working with parents and teachers. A chapter on mistakes in education for parenting is included for we believe that it might provide valuable and meaningful insight. We are hopeful that by sharing these experiences, new and effective ways of teaching better parenting may result.

This is an important chapter in our book because it is representative of all of us. We realize now that some failure is inevitable and perhaps even necessary. Through these experiences much learning has taken place.

Ignoring Territorial Feelings

We all have feelings of territoriality. We prefer and feel safest on "home ground." Teachers tend to feel more comfortable at school. Parents are inclined to feel more at ease at home.

Sometimes territorial feelings are ignored. Failure to recognize such feelings may result in the creation of barriers that are difficult to tear down, confusion, and misunderstandings of both sides. Teachers are puzzled by parents who seem not to want to come to school. Parents may feel detached from the school and in some cases quite hostile.

It is important that we recognize that school is a forbidding, uncomfortable place for some parents. Feelings are carried over from childhood experiences. School may represent a place where you are always wrong or some place you get called to when your child is in trouble.

Recognition of territorial feelings is a significant first step for both parents and teachers. Once we understand these feelings we can look at the arrangements of parent teacher conferences, meetings, etc., with a

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better perspective and more flexibility. It may pave the way for more positive parent-teacher relations.

Forgetting the Person Who is the Administrator

Many of us, in the search for a democratic and humane education, have forgotten the person who is the administrator. We see him or her as a "special breed" set apart from "us humans," void of feelings and emotions.

We assume the administrator will deter our goals and plans for better education. The stereotype is repressive and authoritarian. One student teacher was overheard saying, "When I start teaching, I know I won't be able to carry out all these innovative ideas I have, you know how administrators are." The viewpoint expressed by this young prospective teacher underlines the hostility and fear that many of us harbor and pass on about administrators.

To presume the administrator is a person with feelings, as concerned about good education as we are, is a more productive attitude. An attempt to understand administrative problems and work could change ensuing efforts. An open attitude would allow us to tap one of our valuable resources - the help of the administrator in carrying out common goals for children. Including him or her in our plans could go a long way toward eliminating feelings of distrust and allienation. We need the help of all the staff if we are to meet the critical need that exists in education for better parenting.

Caring Who Gets the Credit

When people work together there is often a great deal of concern as to who should be credited for good works and deeds. People's investments may be based on the assumption that I will be recognized for how much and well I have done. This basic orientation to work productivity is cultural and common in school, homes, and offices. The emphasis is on "who gets the credit;" this orientation is accompanied by individual needs for ego fulfillment.

When much emphasis is placed on individual recognition, little attention is paid to common goals. The need to be acknowledged may hinder group cooperation and the solving of specific problems at hand.

Priorities must be given to getting the job done. Hence the mobilization of all of our varied skills and talents without worry over who gets the credit. In this manner we can be far more successful in attaining the purposes we have set forth. A sign in one administrator's office states simply: "There's no limit to the good you can do if you don't care who gets the credit."

Expecting Instant Success

Many of us tend to expect instant success as we map out our goals. We have high expectations and standards. We are quick to judge ourselves and others if immediate results are not forthcoming. Our first time efforts assume frightening proportions for us and they are often seen as strong indications of what our future efforts will bring.

This heavy burden of expectation is the forerunner of discouragement and despair. We become disheartened because that first parent-teacher conference did not go as we had hoped. To not expect instant success requires tolerance and patience with ourselves and others. A gentle view of our first efforts and stumblings is necessary if we are to be free for future efforts. Success hardly ever comes instantly in human relations.

Expecting Total Success

Expecting instant success is often accompanied by expectations of total success - discontentment with any less than 100 percent. How often do you hear teacher and principal say, "How many parents came to the meeting last night? If 98 percent of the parents came to the meeting, it was a success."

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This viewpoint is an indication of how much we expect. Less attention is given to the quality of meetings and much attention is given to the number of bodies present.

We must recognize and accept that total success is not always possible. As we endeavor to bring about better parenting for parents and more effective teaching for educators, it appears far more realistic to accept progress as it occurs. Progress itself should be a goal.

Denying Our Role as Teachers

A strange phenomenon characteristic of some teachers is the apparent reluctance to be experts. Perhaps it is understandable in view of the sketchiness of many teacher preparation programs. Parents, however, view the teaching profession as a rich resource in areas of: (1) how children learn, (2) how children grow and develop, (3) reasonable expectations from specific ages and stages of growth, (4) influence of environmental factors, (5) techniques for observing children, and (6) skill in interpreting behavior. Parents also have reason to expect expertise in curricular areas.

Teachers who wish to succeed in communicating with parents must be perceived as individuals who know their profession. Parents should be able to expect straight-forward answers to such questions as:

- My child is eight and not reading. Should I be concerned about this?
- Why do you teach reading as you do?
- Why is it necessary to waste all that time in recess and physical education?
- Why don't you teach them to write? What is all this "stuff" about manuscript writing?
- My child plays alone nearly always. Should I be worried about this?
- Is it all right for me to help my child with his homework?

. Tommy, age three, can't skip. Why not?

. Should I let my child talk back to me?

. He doesn't eat. What can I do?

These and like concerns are voiced over and over. When a parent asks a specific questions, he wants a direct answer. Too often teachers evade or proclaim that parents know best and let it go at that. This approach fails to build a respectful bond between home and school and in the long run is self-defeating. True, many times parents do know best, but the teacher has a unique supportive contribution even in these cases. Teachers should be able to answer straightforwardly, clearly, and without hedging.

An example that comes to mind is the four-year-old boy who was aggressive, disruptive, and unable to settle into a day care center program. The mother brought him each morning at 7:00 a.m. and picked him up at 5:30 p.m. She left strict instructions with the staff that the child was not to be allowed to rest or sleep because she wanted to take him home at 5:30, feed him his dinner, and have him drop right off to sleep. The staff accepted these instructions without question and then worried about the child's disruptive behavior - becoming less open to him and more resentful of mother. This solution helped neither mother nor child. Had the staff used this episode as a reason to discuss with the mother the schedule of the center and why rest was an integral part of the program, growth for all concerned could have occurred. This is a clear case where mother does not know best and where acceptance of her instructions made an impossible situation.

Summary

We are not advocating a "know it-all, better-than" attitude on the part of teachers. Unhurried, careful discussion usually yields understanding

and acceptance, as well as information exchange. The key is shared, mutual responsibility for the well-being of this child. We have shared a few experiences from which learning "the hard way"--through mistakes--takes place. It is valuable learning.

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Chapter VII

HELP IS AVAILABLE

In this chapter we shall present an annotated bibliography of materials and programs that we have found helpful in writing this pamphlet and in our work with parents. This is a selected bibliography. Many other resources will become available as you use these sources. We have classified the sources into three major categories: (1) Reading Materials, (2) Descriptions of Programs, and (3) Films.

Reading Materials

Willard Abrahamson. Parent Talk, Sunshine Press, 6402 East Chaparral Rd., Scottsdale, Ariz. 85253

Parent Talk is a series of feature articles for parents of young children. The articles are published on a montly basis and include such topics as "The Single Parent Family" and "Helping Your Child Get Ready to Read." All articles reflect a relaxed, child-oriented approach.

Margaret Albrecht. A Complete Guide for the Working Mother. Garden City, N.Y.: Doubleday and Co., 1967.

As its title indicates, this book is written for the working mother herself and is both interesting and easy to read. It discusses many practical problems such as minimizing housework, budgeting, making valuable use of each moment with children, and seeking good child care. It acknowledges the guilt feelings of many working mothers and discusses them realistically. The book is more applicable to the middle-socioeconomic class mother whose husband is in the home. It stresses that the mother should consider her own mental and physical health, as well as that of her family.

Aline B. Auerbach. Parents Learn Through Discussion: Principles and Practices of Parent Group Education. New York: John Wiley & Sons, 1968.

A comprehensive book on parent education groups for planning and carrying out classes, leader role, examples of meetings, schedules. A very informative book.

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Bruno Bettelheim. Dialogues With Mothers. New York: Free Press of Glencoe, 1962.

Group discussions about problems and attitudes of parenting. An open, honest, easy book where parents look at themselves as well as their families.

Henry Biller. "Father Absence, Maternal Encouragement and Sex-Role Development in Kindergarten-Age Boys." Child Development 40 (June 1969): 539-546.

The study of white boys concluded that the mothers' relationship with her son in the father-absent home can greatly influence her son's sex-role development. She can encourage masculine behavior in order to affect his sex-role preference. In fact, he feels that the mother's relationship are "crucial."

Lee G. Burchinal and H.E. Rossman. "Relations Among Maternal Employment Indices and Developmental Characteristics of Children." Marriage and Family Living 23 (1961).

This study was of young adolescents and older ones (13 and 17 years), and was made to see of there were correlations between personality and social traits of these youngsters and the fact of their mothers' employment. Studied were the effects based upon their ages when their mothers worked (1-3; 4-6; 1-6, etc.). There were no consistent trends found among them and few differences between them and the children of nonworking mothers.

Sidney Cornelia Callahan. The Working Mother. New York: Macmillan Company, 1971.

This contains case studies of 16 working mothers, most of them professional women (lawyers, doctors, and graduate students), and most with the husband present in the home. All of these women, despite their financial security, express the universal conflicts of limited time with their children, and feelings of guilt about being away. It describes how the women resolved their conflicts, and their preference for a profession outside the home. Many of the mothers acknowledged that their feelings of guilt stemmed from attitudes toward motherhood inculcated during their own upbringing.

Joseph Cangemi. "Disturbed Parents: A Challenge to the Schools." Education Digest 35 (December 1969): 22-24.

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Parents disturbed because of economic difficulty, marital discord, etc., need the help of the schools as do their children. The role of the school in regard to such parents must be one of understanding, support, and remedial help whenever possible.

Children's Bureau. Children Today. U.S. Dept. of Health, Education and Welfare, Office of Child Development, Washington, DC 20013.

Published six times a year. Excellent interdisciplinary source of information about status of child life today. Frequent reference to needs of families and programs designed to meet those needs.

A. Cleveland. The Parent From Zero to Ten. New York: Simon & Schuster, 1957.

A humorous look at the trials of being a parent. A good reminder for those not parents.

Robert Coles and Maria Piers. Wages of Neglect. Chicago: Quadrangle Books, 1969.

Discussion of the development of the Child Development Group of Mississippi which dealt with socially handicapped children (primarily Black preschoolers) and grew to 14,000 children in 70 communities in Mississippi. In this project the parents had principal responsibility for all aspects of child development centers.

Luvern L. Cunningham. "Community Involvement in Change." Education Digest. 35 (April 1970): 1-4.

Four purposes of participation in education:

1. To develop community understanding and support for education.
2. To supplement school staff, help ease teacher work load, provide more individual instruction.
3. To articulate parent expectations for schools.
4. To insist on accountability.

Author believes a breach of confidence between parent and school is brought about in part by school's attitude, "We are the experts."

Educational Resources Information Center
Mother-Child Home Learning Programs: An Abstract Bibliography. Compiled by Norma K. Howard. Urbana, Ill: University of Illinois April 1972.

Excellent annotated bibliography on home-based programs. Includes general references and annotates five programs in detail: DARCEE; Far West Laboratory; Florida Education Project; Ypsilanti Preschool Project; Verbal Interaction Project, Freeport, New York.

Educational Resources Information Center
Parent Education: Abstract Bibliography. Compiled by Barbara Kremer. Urbana, Ill: University of Illinois, October 1971.

Includes: Programs for Parents of Children from Infancy to Age 3; Programs for Parents of Preschool Children Guides for Educational Day Care Centers; Appalachian Educational Laboratory Project. References are from ERIC Microfiche Collection or from journal literature.

Trudy Bradley Festinger. "Unwed Mothers and Their Decisions to Keep or Surrender their Children." Child Welfare 50 (May 1971): 253-263.

This article provides some statistics on recorded illegitimate births, and points to some of the factors related to whether or not unwed mothers keep their babies. The research concludes that mothers who themselves experienced emotional difficulties in their homes, those who come from broken homes, and those from a lower-socioeconomic status tend to keep their children.

Haim G. Ginott. Between Parent and Child. New York: Avon Books, 1965

A popular paperback that gives sound, down to earth advice to parents in their childrearing tasks. Deals with such topics as responsibility and independence, discipline, jealousy, anxieties and fears, sex, children in need of professional help.

Thomas Gordon. Parent Effectiveness Training. New York: Peter H. Wyden, 1970.

This program, known as PET is organized by trained PET instructors throughout the United States. It is described as the "No-Lose" Program for raising responsible children. Four chapters are concerned with listening. Strong emphasis on acquiring new insights and skills as parents that avoid conflict.

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Rosaline Herstein. "Mother-Child Workshops." School Arts. 69 (March 1970): 18-19.

Schools can plan art workshops to involve mothers and children:
1. Joint classes and classes solely for parents.
2. Relaxed environment of workshop could be a shared school experience between child and parent.

E. Mavis Hetherington and Jan L. Deur. "The Effects of Father Absence on Child Development." Young Children 26, no.4 (March 1971): 233-242.

The findings of this study point to father absence as affecting the sex-role development of preschool boys, many of whom show "compensatory masculinity," but emphasizes that the mother's attitudes and behaviors can be a determining factor in sex-role orientation. It suggests the importance of mothers encouraging masculine behavior, and points out that many single mothers are not only hostile toward men, but tend to be overprotective. The importance of the mothers acceptance of and ability to adapt to her single-parent role is stressed.

Ethel Kawin. Parenthood In a Free Nation. (Basic Concepts for Parents). New York: Macmillan, 1954.

This book discusses the type of parenting that will help a child develop into a mature person. Six characteristics Kawin feels are essential are: (1) feelings of security and adequacy; (2) understanding self and others; (3) democratic values and goals; (4) problem-solving attitudes and methods; (5) self-discipline, responsibility and freedom; (6) constructive attitudes toward change.

W.H. Missildine. Your Inner Child of the Past. New York: Simon & Schuster, 1963.

This book talks about how "the child we used to be" can still be affecting our behavior; and how we often continue ourselves the pattern of parenting that we received as children. A forerunner of transactional analysis, easy reading and clear examples, a lot of impact. Somewhat repetitious.

National Association for the Education of Young Children. Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009

Six issues each year. Frequent articles describing programs and research data concerning parental involvement in child's education.

F. Ivan Nye and Lois Wladis Hoffman.
The Employed Mother in America. Chicago: Rand-McNalley and Co., 1963.

Probably the most authoritative and informative compilation of studies and discussions on working mothers and their children, this book contains articles by Joseph Perry, Lois Siegel, Robert O. Blood, Jr., and many others. It describes the sociological setting for working mothers, their reasons for working, rural-urban differential effects, child-care substitutes, and the importance of the mental health of the mother. Articles written specifically for this book by Nye and Hoffman summarize many previous studies and their implications.

Joseph B. Perry, Jr. "The Mother Substitutes of Employed Mothers; An Exploratory Inquiry." Marriage and Family Living 23 (November 1961): 362-367.

Perry studies 104 working mothers, 104 nonworking mothers, and 84 mother substitutes in Spokane, Washington. He points out that the provision for substitute care cannot be equated with the maternal deprivation of institutionalized children. He found that the mother substitutes he interviewed agreed generally with the mothers who selected them, in terms of their attitudes toward children, and their handling of the children. He describes how mothers select their substitutes, the backgrounds of the substitutes, and the expectations mothers had of the substitutes. Generally, he found, the substitutes met mothers' expectations.

John W. Santrock. "Relation of Type and Onset of Father Absence to Cognitive Development." Child Development, 43 (June 1972): 455-469.

This study was of 3rd and 6th grade children. The researcher found that students whose fathers were present in the home showed higher IQ and achievement scores. He concludes that the crucial period for father absence is during the first two years of the child's life, although there were differences between girls and boys in their cognitive development.

Norma Randolph, William How, and Elizabeth Achterman.
Self Enhancing Education. Cupertino, California: Cupertino Union School District, 1968.

Major emphasis upon communication techniques that lead to enhancement. Excellent collection of readings to support the method proposed. Congruent with Parent Effectiveness Training (PET).

June Sale and Yolanda Ledin Torres. "I'm Not Just a Babysitter." Pasadena, California: Pacific Oak College, 1971.

A descriptive report of a community family day care project. The authors support family day care (the most-used existing child care in the U.S.) as a viable alternative to institutional day care for those families seeking small, personal, neighborhood approach to caring for children. One goal of the project was to extend and improve family day care. See also, June Sale. "Family Day Care--A Valuable Alternative." Young Children, 28, no. 4 (April 1973): 209-215.

Mary Lou Sayler. Parents: Active Partners in Education, 1971. American Association of Elementary-Kindergarten-Nursery Educators, 1201 16th St., N.W., Washington, D.C. 20036.

Detailed, helpful description of ways parents and teachers can work together to strengthen each other.

Earl S. Schaefer. "Parents as Educators: Evidence from Cross-Sectional, Longitudinal and Intervention Research." Young Children 27 no.4 (April 1972): 227-239.

A strong affirmative position on the importance of parents as teachers. Plea for eliminating the isolation of parents from teachers.

How to Help Your Child Learn Through Play. Scholastic Book Service, 5675 Sunol Blvd., Pleasanton, Ca. 94566.

The book, written especially for parents, shows how everyday things such as buttons, kitchen utensils, and more can be used to stimulate children's learning through play. It is available for 50¢.

Paul C. Shank. The Paraprofessionals or Teacher Aides. Midland,Mich.: Pendell Pub. Co., 1970.

Selection, preparation, and assignment.

Alberta Engvall Siegel. "Research Issues Related to Effects of Maternal Employment on Children." Society for Research in Child Development, University Park, Pa. March 6, 1971.

This is an account of the discussions at the symposium of the biennial meeting of the Society. Much of the discussion was based upon issues

raised by Lois Meek Stolz in her 1960 study, and she was Chairman for the symposium, which included Marion Radke Yarrow, Orville G. Brim, Jr., and Urie Bronfenbrenner, among others, They go deeply into the various variables to consider when studying this subject.

Alberta Engvall Siegel, Lois Meek Stolz, Ethel Hitchcock, and Jean Adamson. "Dependence and Independence in Children of Working Mothers." Child Development, 30 (December 1959): 533-546.

This study of kindergarten children led the authors to conclude that there were no significant differences between the children of working and nonworking mothers in their dependent and independent behavior. It was in this article that Siegel first introduced the idea that working per se is not the all-important factor in the development of the working mother's child that many child development experts thought it to be.

Martin L. Stamm. "Getting to Know Them." Today's Education 61, no. 5 (1972).

Teacher techniques to gain information about home and to involve home with school, such as:

1. Help children make a family album to share with class. Bring pictures from home, record stories.
2. Plan a family day or night -- have family members come to school and share ethnic costumes, dances, handicrafts, food.

Mary M. Thomson, M.D. Talk It Out With Your Child. New York: McGraw-Hill. 1953. (Better Child Guidance through Family Conversations).

Emphasizes the value of talking with children, answering questions, discussing fears and problems. Basically a good book but in some of the dialogues used we wonder if the child's feelings are handled adequately.

Barbara Wallston. "Effects of Maternal Employment on Children." Journal of Child Psychology and Psychiatry. 14 (June 1973): 81-95.

This article contains the most recent summarization of research on the effects of employment, and emphasizes the inconclusiveness of these studies. The author points to the fact that working mothers happy in their work and those who do not work out of choice are perhaps the best influences on their children. The writer emphasizes the importance of acceptance of the working mother to assist in alleviating her feelings of guilt and internal conflicts in a dual role.

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A. Howard White. "Let's Stop the Home-School Cold Ware." Educational Digest. 37, no. 9 (May 1972): 12-14.

Better home-school relations can come through improved communication:

1. Devise a plan where small groups of parents can come to school, visit child's classrooms, and have lunch with teacher. This should be spread throughout the school year.
2. Let parents know reasons behind changes in school before they happen.
3. Organize parent groups to meet with school staff.

Harry F. Wolcott. The Man in the Principal's Office, an Ethnography. New York: Holt, Rinehart and Winston, 1973.

A descriptive case study of the role of an elementary school principal. The role of mediator in the network of relationships points to the necessity for administrative support as parents and teachers seek to improve the educational system, launch new programs, or discard old ones.

Elinore K. Wolf. "The Care For Parent Involvement." Parents Magazine, 44 (February 1969).

Ways communities have involved parents in the schools:

1. Baltimore--at neighborhood centers near 10 housing projects, teachers and aides conduct group discussions with parents about the school program. As part of the program the parents visit in classrooms.
2. Project Unique in Rochester, N.Y. --Model classroom with one-way mirror set up to acquaint parents with schools. The project was visited by 14,000 people in 14 weeks.
3. In Philadelphia--100 consultants from Black community helped develop Afro-American curriculum and helped to train teachers. Parent groups met with teachers to brief them on needs of Black students.
4. Head Start, Follow-Through programs require parents to be involved in pilot projects.

Simon Yudkin and Anthea Holme. Working Mothers and Their Children. London: Michael Joseph, 1963.

This describes an English study made in cooperation with five British universities and several private businesses; the study was made for the Council for Children's Welfare. It draws upon much previous literature on maternal employment and effects on children, and much of the information applies to other industrialized countries. The study discusses all variables to be considered when reviewing the effects of employment. It stresses the overwhelming problem of inadequate child care. Over 1200 women are studied by questionnaire analysis, and some case studies are discussed.

Description of Programs

Demonstration and Research Center for Early Education (DARCEE).
George Peabody College for Teachers
Nashville, Tennessee.

DARCEE is one of the oldest programs in early childhood financed continuously. The program has many facets; one of the most interesting is the dealing with work with parents.

Home Visiting with Mothers and Infants, by Bettye J. Forrester and others, describes the process of planning, implementing, and evaluating home visiting with mothers and infants.

A Guide for Home Visitors, by R. Giesy deals with visiting families of children from three to six years old.

DARCEE Newsletter reports on a current basis on work in progress. Frequent mention of home visiting occurs.

Training Paraprofessionals as Team Members is a report of a conference held on this topic. A helpful document.

Exploring Childhood. U.S. Dept. of Health, Education and Welfare, 400 Maryland Avenue, S.W., Room 2181, Washington, DC 20202.

HEW's program to help teenage boys and girls prepare for effective parenthood through working with young children and learning about child development and the role of parents.

Norma K. Howard. Mother-Child Home Learning Programs: An Abstract Bibliography. Urbana, Ill. University of Illinois, ERIC, 1972.

Annotates programs sponsored by: DARCEE, Far West Educational Laboratory, Florida Education Project, Ypsilanti Preschool Project, Verbal Interaction Project. Excellent source material.

Mary B. Lane. Nurseries in Cross-Cultural Education. 75 Ashbury Terrace, San Francisco, California 94117.

A final report of a five-year project, sponsored and funded by the National Institute of Mental Health, designed to demonstrate ways of working with parents who live stressful lives. Sample included Black, White, Asian, and an economic mix of adults and children.

National School Volunteer Program, Inc., 720 Seventh Avenue, New York, 10019

The NSVP serves in an advisory capacity to groups of interested lay persons who wish to work in a school system.

Parental Stress Hotline. Palo Alto, California, City Government.

Developed to help parents who are in a "bad spot" with their children and need someone to listen to them. Training program for counselors (at other end of line) who listen, refer to other sources, or suggest a group program sponsored by PSH.

Project I.D.E.A. at Home. 1409 Norman Firestone Road, Goleta, CA 93017.

Project designed to work with mothers and infants (six months to five years) in helping to learn basic skills. Many publications describing various aspects of the program are available.

Project Teen Concern, San Francisco Unified School District,
135 Van Ness Avenue, Room 213A,
San Francisco, CA 94102.

An educational program to prevent venereal disease and premature parenthood to be initiated in junior high schools in 1973. Emphasis on training teachers, counselors, and parents to conduct small, informal seminars with teenagers.

Verbal Interaction Project. Mother-Child Home Program, 5 Broadway,
Freeport, NY 11520.

The Mother-Child Home Program is a home-based, early education program. It aims at preventing educational disadvantage by fostering verbal interaction (and cognitive growth) between preschoolers and their mothers. Child and mother enroll when the child is two. Both continue in the program for two years.

Films:

We have listed only films dealing directly with parent education. In addition, films concerning human development, human relations, and group processes would be helpful.

Bank Street Films
267 West 25th Street
New York, NY 10001

THE ADULT AS ENABLER: WHEN, WHO AND HOW MUCH? (17 minutes, BW, 16mm)
The major issue of the film clip is to identify the quality of adult behavior which stimulates inquiry and creativity.

CAREER DEVELOPMENT (8 minutes, BW, 16mm)
This film clip depicts what lies beyond the recruitment and training of auxiliaries, e.g., counseling, providing opportunities for further education and graduated levels of responsibility and compensation.

HOME-SCHOOL INTERACTION (11 minutes, BW, 16mm)
Three episodes illustrate both the involvement of parents in the school program and the program's outreach to parents in their homes.

ONE FAMILY, ONE HOME VISITOR AND LEARNING (24 minutes, BW, 16mm)
Paraprofessionals work in the homes of families in rural Tennessee to help mothers understand how children learn.

TEAMS FOR LEARNING (26 1/2 minutes, BW, 16mm)
An introductory film on training paraprofessionals shows teacher auxiliary teams working in four communities. The title has a double meaning, since both the student and the teaching teams are seen as learners.

VERY TRULY YOURS, MRS. ASHBY (16 minutes, BW, 16mm)
The dramatic record of a day when parents who had never before organized themselves do so to meet an emergency created by the possible cancellation of funding for their Head Start center.

Modern Talking Pictures Service, Inc.
28 libraries in cities in the Unites States. Films available on a free-loan basis. We have listed ones dealing with parents. All Head Start films are available through M.T.P.

AIDES MAKE THE DIFFERENCE (15 minutes, BW, 16mm)
A film produced by Vassar College, shows aides learning on the job, dealing with the hard problems teachers have to face. The film makes a visual statement of the fact that aides, teachers, and volunteers must learn to cooperate as well as medical teams do. It also shows the great difference a trained aide makes in the program - coping with individual problems, acting as the link between home and classroom, and enriching the program with her special abilities.

PARENTS ARE TEACHERS, TOO (22 minutes, BW, 16mm) - MTP #9058
Parents perceive the crucial importance of their role as the child's first teacher and his most continuous teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play. Materials are available in the most modest of homes.

PATTERNS FOR HEALTH (14 minutes, BW, 16mm) - MTP #9057
The film shows the establishment of early health habits for the preschool child. Shows how this early training develops patterns found in the well-adjusted adult. Covers general as well as specific health needs of four-to five-year-old children.

TAKE A RUNNING START (16 minutes, color, 16mm) - MTP #9290
The Head Start At Home program in Beckley, West Virginia. Here are children for whom bad roads, no facilities, no buses might have meant no Head Start. But the University of West Virginia, Beckley, devised a program to bring Head Start into

the homes in the hills. Twelve adults who could meet health and home standards and find five children to teach were trained by the University to conduct Head Start in their homes. It would be hard to find a happier arrangement - or happier children.

TALKING TOGETHER (20 minutes, BW, 16mm) - MTP #9059
This film shows parents in a dialogue with teachers discovering through discussion of the year's progress why an exchange of ideas between them has been essential to the child's development.

TEACHERS' AIDES: A NEW OPPORTUNITY (21 minutes, BW, 16mm) - MTP #9061
A Head Start training film depicting the training of paraprofessional teachers' aides for preschools. It shows girls from mixed social levels learning together in a summer program at Garland Junior College in Boston, Massachusetts. For Head Start staff training.

WHEN SHOULD GROWN-UPS STOP FIGHTS? (15 minutes, BW, 16mm) - MTP #9019
The introductory sequences in the film point out that fights, quarrels, and conflicts occur even in nursery schools which provide a peaceful and satisfying setting for the development of young children. A teacher must know her children well and must be a skilled and sympathetic observer in order to judge quickly the meaning of the conflict situation for the children involved. Four episodes are illustrated which involve conflicts among two- to five-year-olds, although the resolution is not shown. The audience is invited to discuss the issues raised.

WHEN SHOULD GROWN-UPS HELP? (14 minutes, BW, 16mm) - MTP #9018
The film points out that occasionally adult help is necessary for the preschool child to succeed in projects which he has undertaken. At other times, it is important for adults not to intrude their goals of speed or efficiency. In other words, the adult must decide whether to give the child help or not, depending on the situation and his perception of the child's needs. Four scenes follow the introduction, after which the audience is invited to decide whether the children should have been helped.

WITH NO ONE TO HELP US (19 minutes, BW, 16mm) - MTP #9060
A community action film which shows that there is strength in unity. A group of mothers, on their own, bring about needed change in the community. The situation used in the film to demonstrate group dynamics is the spontaneous formation of a food buying club in Newark, New Jersey.

A discussion guide for the "Head Start Starts At Home" film series is available in bulk quantities upon request from the Office of Child Development, HEW, Washington, DC 20201, or from the Modern Talking Picture Libraries. The Guide features provocative questions on four of the five films described above: PATTERNS FOR HEALTH; TALKING TOGETHER; WITH NO ONE TO HELP US; and PARENTS ARE TEACHERS, TOO. A discussion guide for FOUR CHILDREN is in preparation.

Footnotes

1. Cross-Cultural Family Center, a nonprofit corporation, 1187 Franklin, San Francisco, CA 94109.

2. Day Care Facts is a publication of the Women's Bureau, U.S. Department of Labor, and is available through the Women's Bureau or U.S. Government Printing Office. Washington, D.C. Request: 1973--512-378-1304.

3. Women's Bureau Handbook of Women Workers, U.S. Department of Labor Bulletin No. 249, Washington, D.C., 1969b.

4. We have utilized Erikson's way of viewing the developmental tasks of growth.

5. D. Dinkmeyer. DUSO Kit. Circle Pines, Minn.: American Guidance Service, Inc.

6. Exploring Childhood. U.S. Office of Education, Room 2181, HEW, Washington, DC 20201.

7. For further information contact: Mrs. Joan Haskin, Director, Project Teen Concern, 135 Van Ness Avenue, Room 213A, San Francisco, CA 94102.

8. This is an abridged description of the parent program. For the complete description write to Mary B. Lane, San Francisco State College, San Francisco, CA 94132. The Home Task Program is not included in this description but is discussed briefly in another section of this publication.

9. Young Children, the Journal of the National Association for the Education of Young Children, is an excellent ongoing source, especially helpful to teachers. Many Young Children articles have been useful in the preparation of this book. See Young Children in reference section for specific information.

10. Project Head Start. Rainbow Series: #10A Parent Involvement. Department of Health, Education, and Welfare, Washington, DC 20201.

11. County of San Mateo, J-7 Report, #1971-1972.

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